

THE SCHOOL GUIDANCE SERVICE AT WORK

A. A. D'SOUZA
AND
K. P. CHOWDHURY

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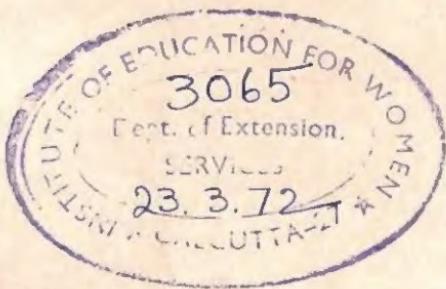
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PREFACE

The educational and vocational guidance movement in India is still in its infancy. But though, unlike the legendary Mars, it was not born full grown and armed at all points, still the infant has, in a relatively short space of time, shed its swaddling clothes, and it already well past the cradle stage.

Enthusiasts may deplore the fact that its growth has not been more rapid and spectacular, but, all things considered, the authors feel that, while there are no grounds for complacency, the movement is progressing satisfactorily, and that a faster rate of growth might lead to the infant outgrowing its strength, with dangerous after-effects.

What may be termed in military strategy the "softening up" stage, the preparation of the ground for the main offensive is already well under way. The urgency and necessity for educational and vocational guidance has been well canvassed, and there is widespread, though by no means universal agreement among enlightened educational administrators, teachers, parents and the community at large that guidance is a necessary part of progressive education in 20th century, post-Independence India.

The next stage in the immediate strategy of making educational and vocational guidance a functional part of the education provided by every Secondary school in India is for a band of dedicated 'shock troops' (Heads and Teacher-Counsellors, assisted in every possible way by Guidance Experts and the officers of the Education Directorates) to spearhead the guidance movement in selected Secondary Schools all over the country. For if the guidance idea takes firm root and matures to healthy growth in even a few schools scattered throughout India, such schools will inspire and serve as beacons to light the way ahead for their weaker brethren, who will ultimately, whether they like it or not, be compelled by their example and by the pressure of enlightened educational opinion in the country to tread the same forward path.

The authors are aware, from their personal experience and their reading, that a few progressive schools in various parts of India have already established the nucleus of healthy guid-

ance programmes, and that many others are taking the first few faltering steps along the same route. They are also aware that the Heads and Teacher-Counsellors in these schools are finding it difficult to plan and execute suitable short and long term guidance programmes because they lack the expert skill and knowledge required, and do not know where to seek for it. Innumerable books have, it is true, been written on guidance in the U.S.A., U.K. and other countries, but in background, content, and outlook they are usually too alien and too far advanced to be of much practical use to guidance workers in a country where guidance is in its infancy.

A fair amount of guidance literature has also appeared in India during the past few years, but it is scattered through a variety of educational journals and magazines, and busy Heads and Teacher-Counsellors can seldom afford the time or the expense of subscribing to and reading a large number of educational journals to discover guidance material suitable for their purposes. Accordingly it seemed to the authors that there was a real need for a basic theoretical and practical study of guidance that would be of assistance to guidance workers in this country in planning and executing preliminary schemes for educational and vocational guidance in the schools. In "The School Guidance Service at Work" they have endeavoured to satisfy this need. They do not claim to have done so completely, or once and for all. To accomplish this would have been a much bigger task, and meant a very much bulkier book! But they have attempted to cover all the salient points, and, while not neglecting the basic theoretical foundations of guidance, to be as practical as possible, drawing on their combined experience as Professor-in-Charge of a State Guidance Bureau and Inspector of an important section of progressive schools, in many of which guidance programmes already been set up and are maturing, slowly but steadily.

The book is dedicated to all zealous guidance workers in India, but it has been written for a wider audience, for educational Administrators, Heads, Teachers-Counsellors, Class teachers, parents and guardians, and the thinking community at large, and the special needs of each group have been specifically catered for in particular chapters. For shortness of time

it has not been possible to append an Index in the present edition.

The authors, finally, do not claim any infallibility or official sanction for their views and opinions, which are not meant to be *obiter dicta* but suggestions, for trial and experiment, for discussion and debate. If this small handbook can stimulate healthy and constructive criticism and discussion, and be of some assistance to the Head and Teacher-Counsellor of even a single school in their attempt to establish in their school a sound minimum programme of educational and vocational guidance, the authors will be satisfied that their efforts have been well rewarded. For they are firmly of the conviction that success in this vitally important work of guidance cannot, and must not be estimated statistically. Guidance is a personal service, a labour of love, if it is anything ; and if a guidance worker at any level can guide even a single boy or girl to find personal, vocational, social and spiritual fulfilment and happiness, he need not be unduly depressed over the ninety nine with whom he has failed, to a greater or less extent, partly as a result of this own deficiencies, partly as a result of circumstances beyond his control. It is to all guidance workers, who approach their task in this spirit of humility, service and dedication, that this book is humbly dedicated.

PREFACE TO THE SECOND EDITION

The favourable reception accorded to the first edition of the School Guidance Service has encouraged the authors to bring out a second and revised edition.

The decade that has elapsed between these two editions has been one of light and shade for our infant guidance movement. In the first edition the authors, without complacency, expressed a feeling of sober satisfaction with the overall growth and development of the guidance movement in the two preceding decades, especially in the 50's after the publication of the Mudaliar Report which gave a great fillip to the whole movement.

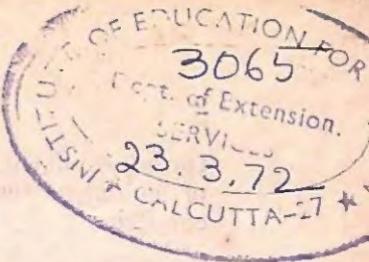
Unfortunately, for a variety of reasons, the movement slowed down in the early years of the 60's and there was even retrogression in many respects. The appointment of the National Education Commission (1964) raised great expectations that it would provide a fresh impetus for guidance, but these expectations were belied for the most part. In contrast to the Mudaliar Commission, which devoted a whole chapter to guidance and counselling, the Kothari Commission only devoted a couple of pages to educational guidance, and though it reaffirmed that "guidance should be regarded as an integral part of education and not a special psychological or social service which is peripheral to educational services," its actual recommendations fell far short of those of the previous commission in coverage and in the conviction with which they were put forward.

In two respects, however, the Kothari Commission broke new grounds. The first was in its new pattern of general education without specialisation till the end of Class X; this eliminates the need for educational guidance regarding the choice of an elective stream at the end of Class VIII which has been the main, almost the sole preoccupation of Guidance workers in the 60's. This makes possible a welcome major shift of emphasis from educational guidance to personal counselling with a view to helping individual students to adjust satisfactorily to school or home, to solve their emotional and psychological problems, and to develop all sides of their personalities. The Kothari Commission's second new feature was its Recommendation that guidance and counselling should form an integral part of the educational services provided, not only in Schools but in Colleges and Institutions of higher learning. This has sparked the beginnings of a needed Student counselling and guidance service in many Colleges in the country.

Both these new developments have been taken into account in this second edition, which, like the first, is dedicated to all sincere guidance workers—may their tribe increase!—in the country.

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CHAPTER ONE

THE CONCEPT OF GUIDANCE

Guidance activities seeking independent status in modern education

Guidance is a new name given to a practice which has always formed an important part of the normal activities in educational institutions of all kinds. Indeed, in a broad sense educational institutions are established to offer guidance to students in them; every activity in such institutions is intended to offer some form of guidance or other to the pupils. When teaching was organised on an individual basis, guidance was given by teachers on the basis of intimate personal contacts with students. Such guidance involved the total development of their personality, physical, intellectual, social, vocational, moral and spiritual. Indeed, "teaching", even in the limited sense of the term, cannot be carried on successfully without making its impact on the total development of the personality.

With the rapid growth of numbers in educational institutions and the introduction of class teaching, the problem of guidance grew more complex. Gradually attempts at all other kinds of guidance, save intellectual guidance, was given up, and activities in educational institutions were confined to mere class teaching.

Radically changed educational and social circumstances in the 19th and 20th Centuries, however, once again focussed attention on guidance in educational institutions and placed it in a new setting. The throwing open of the gates of educational institutions to all, (bringing in pupils even with sub-normal intelligence); a deterioration in the standard of class teaching; the rapid industrialisation of the society; the increasing complexities of vocations; the decreasing educational influence of the family and of the Church, Mosque or Mandir once again necessitated the development of guidance activities in educational institutions, as distinct from their general educational activities. Vastly increased knowledge in the field of education and mental measurement, leading to the development of new and more sophisticated techniques was also responsible for giving guidance a new and independent status in educational institutions. Under the circumstances, we find at

the start of the 20th Century the beginning of different kinds of guidance services in educational institutions in advanced countries.

Need for Guidance Services in Schools, Colleges and Universities

Problems of guidance were first faced by the Universities and Colleges. When Colleges and Universities introduced diversified courses, their students required guidance in the selection of courses. The change from a school discipline and mode of work to a college and university discipline and mode of work also created problems of guidance. The issue of educational selection and placement also became a live issue at this stage of education. The problems of residence, friendship (both with the same and the opposite sex) etc, also began to pose delicate problems of guidance at the college and university level. The need for guidance at the school level was, however, not consciously felt till the establishment of Multipurpose schools. With Independence we had to do something concrete for the reorganisation of our educational system; we could no longer remain content with writing reports on educational reconstruction and then putting them to the cold storage. A planned education needs scientific guidance as the gaps between socio-economic needs and the products of education have to be bridge. Serious efforts at educational reconstruction were made, following the report of the Mudaliar Commission on Secondary Education (1954). This Commission, for the first time, suggested the establishment of a proper School Guidance Service.

The suggestion did not come a moment too soon. The problems of guidance which were pressing for solution in our Secondary schools may be tabulated as below—

- (a) Widespread scholastic backwardness, resulting in appalling wastage in education at all stages, required the diagnosis and solution of the scholastic problems of pupils at individual levels.
- (b) Poor social relationships in schools (pupil-pupil, pupil-teacher, teacher-teacher and teacher-headmaster) led to the deterioration of educational efforts at all levels, and also to the creation of serious problems of personality development. Scientific guidance efforts were required to remedy this state of affairs.
- (c) Large-scale frustration of the basic needs of the pupils at home, school and society leading to emotional conflicts, manifesting themselves in undisciplined and delinquent behaviour also required scientific guidance for their solution.
- (d) Diversification of courses and the necessity for pupils to take crucial educational and vocational decisions at

a rather early stage of the life demanded that they should be given scientific help in making correct choices.

The above problems of guidance were felt by our educational institutions directly. At the same time society also for several reasons felt the necessity for establishing guidance services in educational institutions—(a) The lopsided development in the employment market—the overwhelming surplus of manpower in certain categories of job and the acute shortage in certain others, convinced society of the necessity of developing a scientific vocational guidance service in the country. (b) The problems of large-scale educated unemployment and the allied problem of misfits in higher education brought home to the society that vocational guidance should be linked up with educational guidance. (c) A partial or total failure among our people to accept the values required for the new pattern of society rapidly taking shape in our country also convinced society that something should be done about it by scientifically guiding personality development in schools. (d) The acceptance of the principle of effecting social change through systematic planning, and the adoption of the Five Year Development Plans soon made society realise that it is only scientific guidance which can bridge the gap between social needs for specialised personnels in jobs and the products of the educational system.

In view of the dual set of circumstances outlined here it become imperative that we should develop guidance services in our educational institutions.

The Nature of Guidance

The term guidance means the offering of individual help by experts for the solution of personal problems when such help is needed and sought. The crux of the matter is that the individual person must become aware of his own problems, and, of his own accord, seek help for their solution. Further, only the help given to him by an expert is worthy of being called guidance. The word 'expert', stands for a person who has scientifically studied the problems of guidance, and is competent to offer help in line with the latest scientific knowledge available for the solution of the problems for which help is being sought.

There is no limit to the nature and extent of the problems of guidance; a person may seek help for any problem, academic or non-academic. For example, a person may seek help in regard to the problems arising out of his place of residence or financial difficulties or personal problems etc; at the same time

he may also seek help about his studies or personality conflicts etc. Such problems are obviously intensely felt by the person, otherwise he would not have sought specialist help for solving them. Usually, problems requiring guidance are urgent in nature. It should also be noted that guidance by the definition given above is an individual, bi-polar affair and is limited to the person seeking the help and the expert offering it.

Of late, however, the term 'group guidance' has also become popular. Guidance may be offered to groups, when it is known that the problem being faced is more or less similar to a group of persons. In such cases the help may be individually sought by such persons, and the expert may consider it expedient to offer help to the group; the expert may also offer the help on the presumption that a common problem is being felt fairly intensely by every member of the group. For example, pupils of Class VIII of a Multipurpose school in our country may be considered to be facing the problem of selection of elective subjects as a group and some kind of guidance in regard to the problem may be given to them as a group. Again students entering College may be considered to be facing as a group, the problem of adjustment from school to College discipline, and guidance may be offered to them in regard to the problem in the group. Guidance activities of this type are known as group guidance work. All group guidance work however must necessarily be followed up at the individual level. Hence, though guidance experts may sometimes indulge in group guidance activities, the basic concept that guidance is an individual affair need not be changed.

Special attention should be drawn to another special characteristic of modern guidance that it is non directive in nature. It does not aim to dictate to students or their parents, what they should do, but to help the student to help himself, by helping him to a better appraisal of his own abilities, interests, achievements, economic and social circumstances in the light of the available courses or vocations to him. The function of a Counsellor is therefore essentially advisory in nature, but his advice is different from lay advice in two ways—(a) The Counsellor, by the adoption of proper methods and techniques, tries to modify or educate the behaviour of the Counselee in the direction of the advice offered (b) The advice of the Counsellor is based on scientific knowledge of all relevant data bearing on the problem for which advice is being offered.

The Term Educational and Vocational Guidance—Its Meaning

Of late we, in India, have begun to use a new term in the field of guidance—Educational and Vocational guidance—a term

that is specially used in reference to guidance work in Multipurpose schools. The use of this term has created a certain amount of confusion in guidance work in our educational institutions. Even educated people seem to equate educational and vocational guidance with the help which is offered to pupils of Class VIII in our Multipurpose schools to select their elective subjects on promotion to Class IX.

Let us examine the meaning of the terms educational guidance and vocational guidance separately, so as to try to understand what is meant by the combination of the two. For a start it may be noted that the term educational guidance above has a much wider connotation than the mere offering of help to pupils of Multipurpose schools in the selection of their courses. We have seen that every planned educational activity in any educational institution (School, College or University) is worthy of inclusion under the term educational guidance. Selective admissions, class promotions, class lessons, helping the backward students etc. are all an important part of guidance work. In short, whatever is consciously done in a planned fashion inside an educational institution may be called educational guidance.

There is less ambiguity in regard to the meaning of the term vocational guidance. It means helping people to develop vocational ambitions and motivations with their abilities, interests, attainments, family and social circumstances etc. and also to help to place them in such vocations.

There may be an object to linking up educational and vocational guidance together. It may be argued that in institutions for general education we need not be concerned with vocational guidance; this would spoil the spirit in which general education should be undertaken. In the case of school pupils in particular it has been pointed out that they are too immature for vocational guidance. A little deeper thought will convince us that in the present social set-up vocational guidance cannot be excluded from educational institutions—educational and vocational guidance inevitably go hand in hand. The development of vocational motivation is certainly an educational activity and can be best undertaken in educational institutions. Again, since the education of a student has to be carried on with an eye to his future vocation, he should be offered vocational guidance, (though in terms of general groups of vocations, e.g., scientific, technical etc.) as soon as he has the opportunity to make his first selection of courses (Class IX). Hence educational and vocational guidance should not be considered as two separate activities—they are parts of the same process—the development of the

highest potentialities of a person as an individual as a member of the society, (the ultimate aim of education), should involve both educational and vocational guidance.

The term educational and vocational guidance therefore means offering educational guidance consistent with the future vocation of the student—through guidance activities he should be helped to see his present education and future vocation in single perspective. The objectives of educational and vocational guidance may be stated as helping to promote the physical, intellectual, and emotional development of the students and also to develop in them an ambition and motivation for the vocation best suited to their abilities, interests etc.

This combination of educational and vocational activities in our educational institutions because of past traditions may not be palatable to many. But a little deep thinking should reveal that neither is education so divine, nor a vocation so mundane, that they cannot complement one another. An individual learns both through vocational and educational activities—a man is educated through his total experience—this implies all kinds of experience, including vocational experience. There would be less contradiction in the life of an individual and his education would be less inadequate, if all the major roles in his life, including his future vocation could be visualized, and a continuous and integrated programme of guidance and education could be offered to him. In a modern society, vocational activities are of vital importance in the life of an individual. Hence, to avoid contradiction and unhappiness in the life of the pupil and to minimise the necessity of reeducation, under the present circumstances it would be the best if the education of the individual can broadly be in consonance with his future vocational role.

Though we speak of educational and vocational guidance in specific reference to Multipurpose schools, no type of school can avoid the responsibility of providing it. In a national system system of education there cannot be different objectives for different types of schools; unilateral, bilateral and multilateral, all types of schools should be considered as parts of single system of education. Unless there is sufficient mobility of pupils from one type of school to another, the system of education cannot be called truly national; whatever opportunities for choosing courses according to abilities and interests can be offered through Multipurpose schools, should be considered as opportunities available to all pupils, irrespective of the type of school in which they may be studying. Hence the problem of guiding pupils to choose between diversified courses exist in all types of Secondary Schools.

The necessity for developing educational and vocational guidance at the College and University levels is much more obvious. The students at this stage are more vocation-oriented; their courses of studies are also more specifically related to future vocations. Above all, the students get much wider scope to pick and choose their course of study during the College and University stages.

Attention may be drawn to the fact that though we are combining educational and vocational guidance together, in educational institutions we are primarily concerned with educational guidance, the service offered by us is essentially educational. Our effort is to enable all students to receive, and utilise in later life, as full an education as possible in accordance with their age, abilities and interests. As has been mentioned before, educational and vocational guidance is a personal affair, aiming at helping every student to make the most of his formal education for the satisfaction of his individual, social and vocational needs. It seeks to make the education fit the student and not the student fit his education. It is a continuous developmental process and offers the student assistance throughout his educational career. Though it is a continuous process, it cannot be denied that educational and vocational guidance become more concerned with students during critical periods of his life and educational career. Adolescence, for example, is critical period in the life of almost every student in our society. The first few months in a new educational institution may be also a critical period in the life of many students. At different times and at different stages of life different students may begin to suffer from educational backwardness or mental ill health that of different reasons. These times and stages of life should be considered as critical for them. Last of all, the point at which a student has the opportunity to select his courses of studies or when he has to enter life after completing his studies, should be considered as critical periods for him. Hence educational and vocational guidance services in educational institutions should be specially concerned with the students during all these periods.

Attempts at Developing a Guidance Service in our Country

The scientific guidance movement in India may be said to have begun with attempts to develop Intelligence tests. Scores of our young men having completed their studies in education or psychology in the U. K. and the U S A returned with great faith in the ability of intelligence tests to predict the future achievements of children. Many of them began the

adaptation of foreign tests or the construction of new tests for use in our country, and there was appreciable activity in this field in University Psychology Departments and Graduate Teachers' Training Colleges.

In the meantime, because of the rapid increase in the number of educated unemployed, the need for guidance began to be felt at the University level, and a few Universities established Guidance Bureaux to supply information about courses and careers to students in order to lead them from more crowded avenues to less crowded ones in the fields of education and employment. This need was felt more keenly as the Universities began rapid diversification of their courses and the various avenues of employment became more specialised.

The movement for mental measurement, coupled with an over-competitive employment market, also set more enlightened parents searching for the avenues along which their children might score their best. In order to assist them the Calcutta University Psychology Department opened a Vocational Guidance Service, in which, against the payment of a small fee, it administered certain psychological tests to students, and tried to predict the course of study or the vocation best suited to their abilities and aptitudes. Certain non-official bodies, such as the Parsee Panchayet in Bombay, the Rotary Club, and the Y. M. C. A. also began pioneer work in another field of vocational guidance e.g. by publishing literature containing information about different types of courses and careers.

But it was the Secondary Education Commission (1954) which really focused the nation's attention on guidance work at the school level. It strongly advocated the establishment of a School Guidance Service, and connected the idea of vocational guidance with that of educational guidance. To develop the idea further, an All India Seminar on Educational and Vocational Guidance was held at the Central Institute of Education Delhi, at the initiative of the Institute, in March 1953. A second seminar on the same problem was held at the same place in November 1954, at which a third seminar was planned by the Faculty of Psychology and Education of Baroda University. The third Seminar met at Baroda in February 1954 and decided to form the All India Association of Educational and Vocational Guidance.

In the meantime, some of the State Education Departments had taken steps for the introduction of guidance work in schools. The Bureau of Psychological Research was established at Allahabad by the Government of U.P. in 1948, with the systematic development of psychological tests and training of guidance personnel as its principal aims. The Government of

Bombay started a Vocational Guidance Department in 1950. The Bureau of Educational and Psychological Research was established by the Government of West Bengal in 1953, with educational and vocational objectives.

In pursuance of the basic recommendations of the Secondary Educational Commission on guidance, the Government of India accepted the responsibility of stimulating the setting up of guidance services in secondary schools; it established the Central Bureau of Educational and Vocational Guidance in 1954. It also adopted the enlightened policy of giving financial aid to States desirous of setting up State Bureaux of Educational and Vocational Guidance. As a result many States established such Bureaux. Thus when the All India Association of Educational and Vocational Guidance was established at Baroda, there were quite a few persons present wholeheartedly devoted to the furtherance of the guidance movement.

The establishment of Multipurpose schools gave additional impetus to the school guidance movement. They created the immediate problem of guiding pupils to the different "streams" available on a scientific basis to avoid as much wastage as possible. Scientific guidance is today considered to be a sine qua non for the realisation of the vital idea that education should be tailored to the interests, aptitudes and abilities of the pupils. Realising this fact, the Union Ministry of Education, convened an important Seminar in 1956 of selected heads of Multipurpose schools, Directors of the Bureaux of Education, and other experts to consider the special problem of guidance in Multipurpose Schools. Thus a happy combination of expert initiative and State patronage has already been secured for the school guidance movement in this country. But, as frequently happens to all movements which endeavour to anticipate the future, the majority of those who will be directly benefited by the movement (the pupils, the teachers, and the parents) do not seem to be ready to welcome it as yet. Considerably educative propaganda of the right kind will be needed before they learn to appreciate the immense benefit potential in the guidance service.

But unfortunately, even fourteen years after its inception, the school guidance service has not as yet been able to make much head way; rather it seems to be suffering a recession. Early government (Central and State) initiative in the field of guidance seems to have grown lukewarm, and society in general does not seem to have become enthused with the idea of school guidance. With the publication of the Kothari Commision report, which has not specifically advocated the

school guidance idea, enthusiasm for school guidance work seems to be still less. Guidance work in India, is at present being more emphasised in Colleges and Universities and is being patronised by the University Grants Commission. Many of our Universities have developed some kind of guidance service for the benefits of its students ; still guidance work at college and university level is far from satisfactory.

Our failure to develop satisfactory guidance services in our educational institutions is mainly due to lack of official and public awareness of the vital necessity of guidance work. Society ignore the fact that many of the problems which are threatening its existence such as indiscipline, corruption, communalism, poverty etc., can really be tackled in educational institutions only through scientific guidance work. Under the existing social set-up, it is imperative to develop a scientific guidance service, both in schools and in Colleges and Universities to ensure the very existence of our society.

Is Guidance a Luxury ?

Educational and vocational guidance should be an important objective in all types of existing secondary schools. But since in India today neither jobs nor education are questions of choice for the vast majority, many consider that in the present context educational and vocational guidance is a luxury and of very little practical value or importance. Such people point out that, despite obvious potentialities and ambitions, many cannot pursue their desired course in life for want of finance. Further, they argue there is such scarcity of jobs in our country that most people in India have to take almost anything that comes their way. Such critics forget that any guidance worth its name must consider individual potentialities as well as social opportunities, and that even though a guidance service cannot expect single-handed to be able to change the existing social situation, it can make contributions worthy of consideration and appreciation to the partial amelioration or total eradication of existing socio-economic maladjustments.

Firstly, when job opportunities are extremely limited when the employment market is most competitive, is it not of little advantage to know where one may score his best ? Again, because of a defective educational policy in the past, there has been a lop-sided development in our employment market ; we do not have nearly enough qualified people for certain categories of jobs, while we have over-crowding in certain others. Guidance can make a definite contribution in improving this anomalous and tragic situation. Lastly, a planned economic

development, such as the successive Five-Year Plans envisage, must be based upon planned utilisation of the country's manpower if it is to be a success. Guidance is necessary to achieve this objective.

Guidance and the Basic Needs of Youth

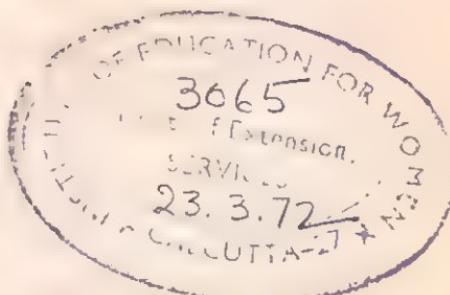
While guidance may be used to further the cause of social and national progress, yet its primary purpose must always be the service of the individual pupil. The main task of guidance in school is therefore to help institutions to meet more fully the basic needs of the young people entrusted to their care, as individuals and as present and future members of society. Indeed no plan for the reorganisation of education in India can succeed if the real needs of her youth continue to be neglected in the future to the same extent to which they have been neglected in the past. Few will deny that, to a greater or less extent, our schools have been sadly remiss in shouldering their responsibility to provide a comprehensive educational programme to meet the real needs of youth, both as individuals and as members of society. When two or three out of every five children in our Primary schools drop out before reaching Class IV ; when large numbers of those who go to High School drop by the wayside due to economic factors, lack of interest and ability, necessity to conform to narrow academic patterns, adherence to rigid curriculum, lack of individual guidance etc., and of those who stay the full course over 50% fail to pass the School Final Examination, it is surely adequate proof that the real and significant needs of youth are not being met in the nation's schools. The present unrest among students, the phenomenal increase of indiscipline and delinquency among them also indicate that the basic needs of our pupils are being frustrated.

Such needs are of two kinds. There are the common needs to develop a well-rounded personality and many-sided interests, to become good citizens, to lead healthy and productive lives, to be prepared to earn a good living, and lead a good life etc. Over and above these, there are special needs, created by individual differences between youth—differences in intelligence, ability and aptitudes, in occupational interests, attitudes and points of view, in caste, creed and family background, in social and economic family circumstances, in physical and mental health, emotional stability and moral stature, and in vocational ambitions. A good educational system must cater not only for the common needs of its pupils, but also for each pupil's special needs, if he or she is to develop as a well-inte-

grated personality and to be successful at school and in later life. School guidance has a particularly important role to play in this respect. It should draw the attention of the school to the basic needs of the pupils which should be catered for; it should also take the lead in co-ordinating school activities for the satisfaction of these needs. Some of these special needs, which are of particular interest from the guidance point of view, are listed below:—

1. Every pupil needs an adequate period of schooling and an education tailored to his special abilities and interests so that he may achieve a satisfying measure of success at school and not be subjected to repeated failure and frustration.
 2. Every pupil needs help either in overcoming individual handicaps and limitations or in facing up to and learning to live with them. He needs to be helped to discover and develop his special talents, recognise his limitations and, in the light of them, to choose an educational programme suited to his abilities and aptitudes which will in turn lead to a suitable vocation on leaving school.
 3. Every pupil needs an opportunity at school to start thinking seriously about his vocation and to start long term preparation for it and he needs every assistance to follow it on leaving school.
 4. Every pupil needs to be helped in acquiring the difficult and complex art of living in harmony with himself and with his fellow men, whether they be his companion or persons older or younger than himself, whether they be superiors or inferiors, relatives, friends or enemies.
 5. Every youth needs special help in adjusting to the strains and stresses of adolescence, and to make the difficult transition from adolescence to maturity as painlessly as possible.
 6. Every youth needs special help in assisting him to analyse and understand himself as a person, for, without such self-knowledge, no progress is possible.
 7. Every pupil needs some amount of security both at this place of residence and in the educational institution which he is studying. It is the responsibility of the educational institutions to see, through proper guidance activities, that the security needs of the pupils are not frustrated.
- Are our schools meeting these, and many other similar special needs of youth? Some schools are to some extent; the majority have a long way to go before they can really claim to be meeting these needs with any degree of success or efficacy. It is in this vital area of human needs that the Guidance Service in a school will have a specially important role to play, for any guidance programme worthy the name will be

specially concerned with such human needs. The responsibility of endeavouring to meet these special needs must rest with both the parents and the schools; and in the schools the entire staff, under the Head, must co-operate in the endeavour to do so. It is through the guidance programme, and trained guidance personnel especially, that the leadership and expert assistance will be provided to meet the special needs of youth, while the school curriculum and methods of teaching, and general aspects of school life can be used to satisfy the needs which all young people have in common. The nation's schools in a welfare, democratic state like ours, have the inescapable duty of setting up, as soon as possible adequate guidance programmes so that they may respond much more fully and satisfactorily to the varying needs, interests, aptitudes and abilities of their pupils in the future than they have done in the past.



CHAPTER TWO

DIFFICULTIES IN SETTING UP A GUIDANCE PROGRAMME IN OUR COUNTRY

Every Secondary school in India has the responsibility to provide a comprehensive programme of educational and vocational guidance for all its students during the period of their education in the school, and for as long after they leave school as may be necessary and feasible. The urgent need for providing such guidance to boys and girls in our Secondary schools has been underlined in the previous chapter, and there are welcome signs that a clear realisation by educational administrators, heads and teachers of their inescapable obligation to provide basic guidance programmes for all the pupils under their charge, will not be long delayed.

But many serious obstacles and difficulties still exist, and will have to be overcome before basic guidance programmes in Secondary schools in India become the rule rather than the exception. In this Chapter we will examine a few of the more serious of these difficulties, and suggest tentative solutions.

Guidance is one aspect of the wider problem of the education of the whole child, and, as such, the development of basic guidance programmes in our schools is dependent, to a large extent, on the solution of educational problems of a more general character.

This is neither the time nor the place to attempt to cover exhaustively the general educational obstacles that retard and restrict the development of adequate guidance services in Secondary schools in India. But it is perhaps pertinent to highlight a few of the more significant.

Administrative Obstacles

In general the very structure of the educational system in India, especially at the State level, is in conflict with the basic principles underlying guidance. Excessive centralization and an authoritarian line-and-staff administrative set up, both at the State and the school level, hardly provides the ideal psychological climate for the healthy growth of guidance services. The authoritarian frame and temper of actual school administration in India influences all aspects of education: it finds expression, inter alia, in an overemphasis on formal, externally

imposed discipline ; in traditional methods of teaching where the teacher teaches and the children are passive recipients ; in the teaching of subject-matter which the teacher considers important, rather than in the development of the pupil's abilities and aptitudes ; on the coaching of students for public examinations, rather than their preparation for the battle of life ! Guidance is essentially a personal service in which human relationships are of primary importance. Unless and until the entire network of human relationships between superiors and subordinates, between Directors of Education and the Inspectorate, between the Inspectorate and the Heads of schools, between the Heads and their assistant staff, and between teachers, children, and parents is made less bureaucratic, rigid, and impersonal ; unless, in short, the entire educational system at all levels is humanised, the seeds of guidance will be planted on stony ground, and will languish and die.

Obstacles in Schools

Rigid syllabuses, overemphasis on external examinations, overcrowded classes, low paid teachers and diehard head masters are factors which interfere with successful guidance work in schools. Guidance cannot be a success unless appropriate activities, such as running hobby clubs, undertaking visits to places of employment, delivering career talks, organising guidance exhibitions and the like are introduced in schools. Such activities demand a time allotment on the school timetable. Thus conflicts with the exacting demands of overcrowded curricula, rigid syllabuses and external examinations. Guidance activities also constitute a new type of educational activity for Heads and teachers to which they are not accustomed. Hence Heads and teachers are most reluctant to reorient the school work to integrate guidance activities with it. Again overcrowded classes interfere with the development of intimate personal relationships between teachers and pupils, in their such relationships become formal and unsatisfactory, whereas successful guidance depends upon happy personal relationships between teachers and pupils. Further, guidance work cannot succeed unless the school and the pupils are the main centre of interest of the teacher. As things stand in our country many teachers should only be considered half-employed in the school, for they frequently have to work in other places to earn a subsistence wage. Naturally they grudge any and every piece of extra work ; often they also lack the devotion and spirit of service needed in guidance work. In short, improvement of the general educational

situation in schools and guidance work have a complementary relation—one contributing to the success of the other. As such, work should begin from both ends simultaneously, so that there may be general improvement of the education provided in our Secondary schools.

Teachers Resistance to Guidance

Considering the above circumstances, we should not be surprised that while many progressive Heads and teachers in various parts of India have welcomed the guidance movement, they are in the minority, and in the minds and attitudes of perhaps the majority of Heads and teachers there is still a conscious or subconscious resistance to the whole idea of guidance. This resistance is due to many causes—ignorance, culpable or invincible, fear of the additional work and responsibility guidance entails, nostalgia for the "good old days" and resistance to "new fangled ideas", and other similar causes; it reveals itself in such commonly heard verbal comments as the following :—

"Our classes are so large that we do not have the time to be concerned with the individual."

"We have been doing guidance for years without boasting about it."

"Guidance may be all right in the U.K. and U.S.A., but it is a luxury in India for we have neither the time, nor the ability, nor the money for it."

"The parents far from helping us will oppose and neutralise our efforts."

There is an element of truth in all these statements, but a closer examination will reveal that they are, for the most part, due to the lack of dynamism and faith in their work, which teachers in our country develop because of the social, economic and school situation in which they have to live and work. To rescue the teachers from such negative attitudes of mind is largely the responsibility of society, and has to be done for the sake of future generations. Along with this there should be a direct approach to tackle the problem psychologically and educationally. The struggle to make the Heads and teachers guidance-conscious will be a long and uphill one; but it must be systematically and relentlessly pursued till the victory is won.

Parental Blocks

Schools are, or should be, community institutions; without the wholehearted co-operation of parents and the community at

large, much of the good they are attempting to do will be undone. This is especially true of an essentially personal service like educational and vocational guidance. Most Indian parents have no clear conception of what vocational guidance aims to do ; they tend to be indifferent, apathetic or hostile towards it, because they feel it might interfere with what they consider to be their parental right, to choose the vocation their children should follow. Parents must be educated to realize that any "direction" of the children, either by the School authorities or themselves, is equally wrong ; they must be convinced that self choice of a vocation is an educational "right" of every boy and girl, and that unless this right is acknowledged, in practice as well as in theory, any attempt at providing effective guidance in the schools will be still-born. The general public also approach this problem with their usual mixture of ignorance and cynicism, and guidance is ridiculed as another expensive fad imported from the West. They have to be educated to its necessity and value in our social set up.

Technical Obstacles

Besides the general problems indicated above, there are many technical problems directly associated with the guidance programme. Among some of the most pressing that will have to be solved before an adequate guidance programme can be established are the following :—

The development of guidance programmes in schools in India is severely handicapped because many of the necessary tools and materials necessary for carrying them out are not yet in existence. To give one example, a variety of reliable tests (Intelligence and aptitude tests of attainments, personality tests etc.) in various areas is still not available. It is true that Central and State Educational and Vocational Guidance Bureaux, University Departments of Psychology, Teachers Training institutions and individual research workers have been on the task for some time now ; still there are not many tests with either reliability and validity fairly established, and norms properly determined. Further, the practice of maintaining Cumulative Record Cards, which are considered as another of the important guidance tools, does not exist in the majority of schools. And, finally, we lack literature containing dependable, adequate and up to date information about courses and careers. For though valuable pioneering work in this direction has been done by the Directorate of Resettlement and Employment in New Delhi (now the Ministry of Labour), one or two of the State Educational and Vocational Guidance

Bureaux, the Rotary Club, the Parsee Panchayat, Bombay, and various Commercial organisations of one kind or another, well designed occupational and educational information suitable for use in the schools is sadly lacking.

However, it is encouraging to think that though we may not have adequate tools at the moment, they are well in the way of preparation, and, within a reasonable time, guidance workers may expect to be provided with better tools to do their work more satisfactorily.

Over-emphasis on book-work and lack of appropriate co-curricular activities in our schools to cater for and develop the interests and aptitudes of pupils is another major obstacle to satisfactory guidance work. Observation of the pupils in relevant activities can in many cases give us more dependable diagnostic information about them than psychological tests, however carefully standardised. Again, interests and aptitudes of pupils are not only manifested, but also developed through appropriate curricular activities. Greater attention has to be devoted to curricular modification and to the introduction of new types of co-curricular activities in our schools if success in guidance work is to be facilitated. Finally, guidance work at school has to be pursued through other agencies such as Youth Employment Bureaux even after the child has left the school.

Trained Personnel Shortages

Shortage of adequately qualified guidance personnel is likely for a long time to remain a major obstacle to successful guidance work in our country. The classroom teacher is the backbone of the guidance programme, hence in his professional preparation he should be acquainted with the general principles and the essential techniques for the work. But unfortunately the majority of our Training Institutions have not as yet risen to the occasion, for in their training programmes they tend to pay little attention to guidance, and to emphasise subject matter, contents, and methods of teaching at the expense of selected experiences in psychology, aimed at understanding the individual pupil, which would be of great value for later guidance work. It is true that every Training College or Department provides a compulsory course in Educational Psychology for its students, but the content of such courses frequently tends to be out of date and inadequate, and their translation into practical classroom application leaves much to be desired. Guidance will advance in direct proportion to the progress which is made in stimulating teachers to educate the

whole child, and to recognize this as the major purpose of education. Besides the classroom teachers, specially trained teachers (Teacher-Counsellors) are essential for guidance work; special training courses have to be provided for them. It is encouraging to note that the Central and State Bureaux have already undertaken this task. But there should be a definite scheme drawn up by every State Department of Education to expedite the work and to ensure the supply of at least one Teacher-counsellor to every High school within a reasonable time. In addition to the Teacher-Counsellors, there should be another category of school guidance workers—Guidance Consultants—they should be specialists, available for consultation and help to Teacher-Counsellors (a group of schools may have one such expert). The training of such workers has not as yet been taken up in many States. University Departments of Education and Psychology, Teachers Training Colleges, and the Central and State Bureaux should take up the work at the earliest possible moment.

Other Handicaps

Another handicap to guidance work is the absence of a satisfactory relationship between the teachers and the parents. Reports and records are of course maintained in many schools, and sent out regularly to parents, but they are seldom designed for the purpose of studying and knowing the pupil, and are records of achievement rather than of abilities, potentialities and personality traits.

Personal conferences are seldom held; if they are, they are usually of an unpleasant character, involving breaches of discipline, and tend to be head or teacher-dominated. Most schools consider their work complete when they have helped a boy or girl to pass his School-leaving examination, and provide little or no guidance as to the student's future which they consider to be entirely a parental responsibility. Further, schools rarely or never assume any responsibility for placement, and follow-up services do not exist. Hence much spadework will have to be done in the schools before the foundation of a minimum guidance programme can be laid.

Post-School Deficiencies

Last of all, the guidance work begun at school has to be continued even after the child has left the school. The youth of the nation are its most precious asset. In India unfortunately our young people are sadly neglected to a marked

extent in the schools, but still more once they leave school. Agencies such as Youth Employment Bureaux, Youth Clubs, Community Centres, and similar social service agencies, which should be freely available to help young people who have left school to find their feet in the world, are either non-existent, or, if they do exist, their efforts are too uncoordinated, diffused and ineffective to serve youth steadily and effectively. The lack of coordination and integration of community resources in the service of Youth is a major guidance problem which will have to be solved before guidance can be fully effective in providing for young people, about to leave school, a bridge between the sheltered world of the school and the complex adult, work-a-day world outside the school walls.

The list of obstacles tabulated above, though staggering, should not be disheartening. True, difficulties exist that hinder the development of an adequate guidance programme in Indian schools; yet many recent developments in this relatively new educational field hold fair promise for the future, if conditions permit them to take root, grow and branch out throughout the country.

Grounds for Hope

There has been a great deal of enthusiasm for educational and vocational guidance since Independence, and the Guidance Movement has gone from strength to strength. The Secondary Education Commission devoted a whole chapter of its forward-looking Report to the principles and practices underlying a sound Guidance programme, which the Commission considered basic to the future progress and development of secondary education in India. Largely as results of its recommendations a Central Bureau of Educational and of Vocational Guidance, and several State Bureaux of Vocational Guidance have been set up, which have, in the short period of their existence, carried out much valuable pioneering work.

Slowly but steadily an active interest in guidance is developing, not only among educational administrators, Heads and teachers but even among parents and guardians and the community at large.

Evidence of this growing interest is reflected in the fact that popular articles on various aspects of guidance frequently appear in widely circulated newspapers and magazines, and problems related to guidance are current topics of discussion in many professional and lay discussion groups.

All these factors are helping, in terms of military strategy, to "soften-up" the ground in preparation for the main attack

to win over the country as a whole to a clear realisation of the urgent necessity of guidance. That attack is already under way, but in view of the present authoritarian administrative set-up, and of the persistence of outworn educational traditions the struggle is likely to be a long and protracted one. Yet, as indicated earlier, there are favourable factors, the most favourable of which is the undoubted fact that the number of administrators, heads, teachers and parents who have a clear understanding and conviction about the importance of guidance is clearly increasing.

Suggested Remedies

It remains for us to suggest some measures that will help to overcome, or at least minimise, existing obstacles to the rapid spread of the guidance movement which have been indicated earlier in this chapter.

Ten-point Programme for Guidance Work

The development of the guidance programme must be attacked at different points. There is no single starting place, and the road ahead is long. The Ten-Point programme outlined below is framed within this setting.

1. The task of "selling" guidance must continue and be intensified. Many seeds have been sown. The first tender shoots that have emerged must be nourished and helped to grow into healthy plants. It is recommended that the procedures that have been used in the past, as well as those now in operation, be continued for this purpose. They involve the strengthening and extension of the work of the existing Educational and Vocational Guidance Bureaux, the stepping up of research to provide the necessary tools and materials for guidance, the holding of extended and short courses in guidance principles and techniques for Heads and teachers, the initiation and development of pilot guidance projects in selected schools, the mobilisation of the Press, Radio and other effective means of mass propaganda to make parents and guardians and the country as a whole guidance-conscious.

2. More social-service agencies such as Youth Employment Bureaux, on the model of those which function so effectively in the U.K. and on the Continent, set up by the State and voluntary agencies, and Youth Clubs and Community Centres in villages and towns, providing wholesome recreation and further education and training for post-school youth, must be started; and the existing agencies serving youth must be more

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effectively co-ordinated and utilised. The very nature of the guidance programme demands the effective utilisation of all community agencies that can contribute to the needs and the service of youth. One of the major reasons why the existing community agencies serving youth in India cannot make a really effective contribution is because they lack trained, devoted personnel, and are cut off and isolated from one another. It is strongly recommended that every State should appoint a special senior officer in the Education Directorate whose major responsibility will be the Welfare of Youth. It will be his responsibility to initiate suitable Training Courses for Youth Welfare workers of all kinds, and to bring together representatives of all the agencies working for youth (the Employment Bureau, the Schools, Social Welfare agencies of all kinds etc.) and co-ordinate and integrate their work and activities so that the maximum effectiveness results.

3. An extended, In-service education and training in guidance principles and techniques must be provided by Vocational Guidance Bureaux to selected Heads and teachers from co-operating schools all over India, and suitable compulsory basic courses in guidance must be immediately incorporated as an integral part of the training given to all intending teachers, especially at the secondary level. There now exists in every State a small group of administrators, Heads and teachers who hold the conviction that guidance programmes are essential. In many cases they are attempting to start guidance work on a small scale in their respective schools, but because they lack sufficient background, experience, and training it is likely that they will not be very successful, and it is conceivable that inevitable frustrations may result in the abandonment of their promising ventures into this new field. It is essential that the number of persons equipped with a basic knowledge of guidance techniques and practices be rapidly increased to break down the sense of isolation of the present pioneers in the schools, and that advanced courses be provided for these pioneers so that they may be better equipped to carry to a successful conclusion the vitally important work they have undertaken.

4. Individual schools must be educated to assume responsibility for developing minimum guidance programmes. While State Vocational Guidance Bureaux will be available to help the schools, School authorities should realise that they must shoulder the primary responsibility for developing their own guidance programmes, within the framework of their capacity to do so.

From the point of view of guidance, schools in India may be divided into two categories. One category consists of those

schools where guidance is unknown, and perhaps unwanted. This category comprises the majority of schools. The second category comprises schools which have a partially trained Teacher Counsellor on the staff, and which have a real interest in and some knowledge of and conviction about guidance and its role in the school.

In relation to the first category of schools it is recommended that persistent attention be given to convincing them of the necessity and urgency of guidance. This is the first step to be taken with regard to such schools. With regard to the second category it is recommended that with the help of Guidance Consultants and other experts from the Vocational Guidance Bureaux and University Departments of Education, such schools should be encouraged to appraise their own situation carefully and objectively, and, in the light of their own strengths and weaknesses, set about building up effective minimum guidance programmes. The content of such a programme, and the steps that should be taken towards building it up in schools will be explored in detail in a later chapter.

5. Objective tests that are now available should be used where feasible, and the V. G. Bureaux and University Departments of Education should step up their programme of providing at least such minimum tests as are absolutely essential for a basic guidance programmes in schools, specially verbal and non-verbal intelligence tests and tests to measure special aptitudes and interests. Where standardised tests of intelligence, achievement, and personality have been constructed in various States, every effort should be made to acquaint school with such tests, and every encouragement and assistance given to them to make an effective use of them. It is realised that the widespread use of such tests will be hampered by the lack of personnel trained to administer, and more especially interpret them. The administration of tests requires some basic expert knowledge, but it should not be difficult for Vocational Guidance Bureaux and University Departments of Education to effectively train a teacher or a few teachers in each school in the essentials of test administration; the interpretation of test results should be left to trained Teacher Counsellors and the Guidance Consultants from the Vocational Guidance Bureaux working in close co-operation. It is true that, as with any tests, those developed at various State Vocational Guidance Bureaux require continuous refinement before they can become completely valid and reliable testing instruments. However, the actual use of tests by the schools must begin sometime, and it is felt that many in existence could and should be used immediately without waiting for further refinement to take

place. Refinement may be carried on simultaneously with continuous use. The precise way in which such tests should be used to be most effective, and their many limitations, will be dealt with further in the book. There is, finally, a need for the All India Association of Educational and Vocational Guidance to co-ordinate research activities which have a direct bearing on the formation of suitable tools for guidance to prevent duplication and overlapping.

6. Cumulative Records should be speedily introduced into all secondary schools, for without them no real guidance is possible. Vocational Guidance Bureaux should help the schools to draw up adequate Cumulative Record Cards, and provide practical, on-the-spot guidance assistance in their proper maintenance and use.

7. Guidance materials need to be provided on a more adequate and functional scale. There is a definite lack of guidance materials suitable either for use in the schools or in the Teacher Education institutions. Ways and means of providing such materials, as soon as possible, must be found, and the activities of all bodies busy with this task should be co-ordinated so that there will be no unnecessary duplication and overlapping.

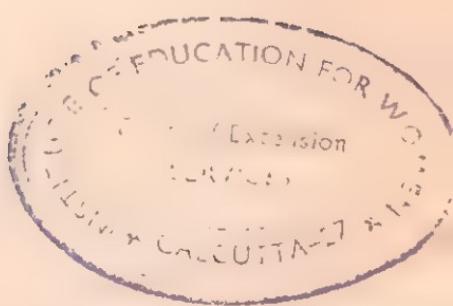
8. Existing and future Vocational Guidance Bureaux should widen the scope of their activities, and should be given the necessary encouragement, staffing and finance to enable them to do so. At the present time most Vocational Guidance Bureaux are concerned primarily with the construction and standardisation of tests, and training of guidance personnel. They should continue this good work, but should in addition provide descriptive occupational and educational information, and individual and group counselling; they should further organise regular basic and advanced in-service training programmes in guidance, and act as focal, energising and resource centres for guidance activities in the State. The matter is dealt with more fully in a later Chapter.

9. Schools should maintain contact with, and provide guidance services to former pupils. Such guidance is essential if such pupils are to bridge successfully the gap between school and work, and adjust themselves to life speedily and effectively and with the minimum of frustration, heart-break and failure.

10. Schools must in and out of season use all their energies to win and hold the active support of parents, guardians, employers and the community at large for the guidance programme, for without this active co-operation little good will come from even the most elaborate School guidance programme.

These are the minimum measures that should be taken to

overcome existing difficulties that retard the establishment of guidance as an integral part of the educational set-up in High and Higher Secondary schools in India. If a start is made to implement these and other measures outlined in this book, the guidance movement will take firm root in India, and in time blossom and yield abundant fruit.



CHAPTER THREE

THE ORGANISATION OF AN EFFECTIVE GUIDANCE SERVICE IN INDIA

Under the Constitution education is a State subject, hence the provision and organisation of an effective guidance service will inevitably be conditioned, to a large extent, by the existing pattern of educational administration which is fairly uniform in most States in India. This pattern, which tends to be excessively rigid, centralised, bureaucratic and impersonal, is far from ideal from the guidance view point; however, since there appears little likelihood that it will in the near future be scrapped or radically transformed, we must perforce accept it, and plan as effective a guidance service as is possible within the limitations of the existing system of educational administration.

The organisation of the guidance service in a State should be at two levels, the Administrative and the Technical.

The Role of the Administration in Guidance

The present system of educational administration obtaining in the constituent States in India casts upon the administrators who man the various rungs of the administrative hierarchy certain inescapable obligations with regard to the establishment and effective working of guidance programmes in the secondary schools under their jurisdiction.

At the apex of the State educational structure stands the Director of Public Instruction or Director of Education, assisted by a number of Asstt. or Deputy Directors, usually in charge of special areas of education, who establish direct administrative contact with the Heads of Schools through District Inspectors, and other members of the Inspectorate. Unless all these administrative officers, the Directorate, the Inspectorate, and the Heads are convinced of the vital importance of educational and vocational guidance, animated by a common philosophy of guidance, in broad agreement about the best methods to implement it, and prepared to work together in close co-operation and harmony to achieve common objectives, it is unlikely that guidance in India will make any real headway. What is of cardinal importance in the guidance field is the human factor, the nature and pattern of the relationships existing between the various administrative officers concerned

with making the guidance service work at the school level. Guidance is fundamentally a personal, human service, and unless the existing bureaucratic, authoritarian setup is democratised and humanized, and red-tape reduced to a minimum, progress will exist only on paper, or will be slow and halting. To quote the Ford Foundation International Committee Report, "Changes and improvements in the machinery of administration, important as they are, will lose much of their value unless the spirit of administration also undergoes a change. If the administrator does not look upon his work more as a matter of human relationships than as a mechanical application of rules, teachers will find it extremely difficult to do their job in transforming their schools."

On the Director of Education and the senior officials of the Directorate falls the overall responsibility for laying sound foundations for the establishment and spread of the guidance movement in the State. Theirs must be the task of drawing up a suitable blue-print with this and in view, and of convincing the Education Department and Legislature of the State to furnish the moral and financial support necessary to translate this blue-print into reality.

It is highly desirable that at the top administrative level, a Senior Education Officer of the status of a Deputy Director or Chief Inspector should be entrusted with the immediate responsibility for the establishment, supervision and development of guidance in the State.

The Guidance Role of the Inspectorate

It would be ideal if, in addition to the above officer, there could be a number of Consultants or Advisers to the High and Higher Secondary schools of the State with regard to their guidance programmes. But since, in the light of our limited financial resources, this does not seem immediately possible, and, further, since such a move is hardly likely to be welcomed by the regular Inspectorate, the next best thing is for this Inspectorate to be entrusted with this additional responsibility. The relative success or failure of the guidance programme at the school level will depend in no small measure on the enthusiasm, skill and vision of the Inspectorate. By pioneering this new idea in the schools under their jurisdiction, by their encouragement and guidance, by carrying the fruits of experience from one school to another, by being a stimulus rather than a drag on the Heads of the schools, by acting as guidance missionaries and as resource persons, the members of the Inspectorate can play a very real and positive role in making guidance a reality in the schools under their jurisdiction.

Before they can be in a position to make their own individual contribution to the establishment and spread of the guidance movement in the States, however, it is essential that they be given short intensive courses as to how they can best fulfil their guidance functions and responsibilities ; if this is not done it may be a case of the blind leading the blind, for at present, most Inspectors lack sufficient knowledge of guidance to enable them to play the significant role outlined above.

The State Bureau of Educational and Vocational Guidance

The actual working of guidance service in a State will have to be organised at various levels. At the State level, constituting the apex, the nerve centre, the energising and co-ordinating force, should be the State Bureau of Educational and Vocational Guidance. Generously staffed and financed it should be responsible, under the direct supervision of the Directorate, for the overall organisation, co-ordination and spread of the guidance movement in the State. The Bureau will have a multiplicity of functions and responsibilities.

(1) It will plan, initiate and guide the development of guidance programmes in the secondary schools in the State, and co-ordinate the work of the schools and the regional bureaux.

(2) With this end in view it should provide long and short term basic courses and Refresher Courses for the training of Administrators, Guidance Consultants, Teacher Counsellors, Headmasters and Classroom teachers in the basic theory and practice of educational and vocational guidance and counselling.

(3) After suitable research, the Bureau will provide guidance workers with adequate guidance tools in the shape of standardised tests and questionnaires, Cumulative Record Cards, publications on courses and careers etc.

(4) The Bureau should open a Child Guidance Clinic and Psychiatric Centre for children who need special attention and remedial treatment of one kind or another.

(5) The State Bureau will also bring together and co-ordinate the work of the Youth Employment Bureaux, social service agencies of various kinds such as Youth Clubs, Junior Chambers of Commerce and similar bodies which are dedicated to the service of youth, and link its own activities with those of the Central Bureau of Educational and Vocational Guidance and other State Bureaux to prevent overlapping and wastage.

In short, the State Bureau will be both the hub and the fly-wheel of the guidance organisation in a State.

Regional Bureaux

In most States in India, besides the State Bureau, it will also be necessary to establish small, efficient regional bureaux of educational and vocational guidance and counselling, which, inspired and directed by the State Bureau, will form an intermediate link between the State Bureau and the schools themselves, and shoulder at a local level many of the guidance responsibilities and functions of the State Bureau. Such regional bureaux will co-ordinate guidance work in a small area, offer assistance to all schools in the region in their guidance work, and carry on research in co-operation with the State Bureau.

Guidance in Schools

The State Bureau and regional bureaux have an important role to play in the planning and running of an effective guidance service in a State; the ultimate responsibility for making the service work, however, rests with the schools themselves. The State and regional bureaux will help to plan the work to be done, spark the movement, and provide the tools; it will be up to the School authorities to finish the job. The touchstone of an effective guidance service is not, therefore, to be sought at the State or regional bureau level, but at the school level; it is to be sought in the Secondary schools where the struggle to establish an adequate guidance service in a State will be won or lost. The organisation of the Guidance Service in the school should rest with a School Guidance Committee of which the Headmaster may be the Chairman, representatives of parents and teachers may be members, and the Teacher-Counsellor may be the Secretary.

The Heads and Guidance

The Directorate may plan and provide the means, the Inspectorate inspire and guide, the State and regional bureaux provide training experts and advice, but the key persons in the administrative set-up in so far as guidance of a school level is concerned are Heads of Schools. The Head of a school must shoulder the main burden of establishing the School guidance programme, on him at the school level must of necessity fall the overriding responsibility of establishing and running the school with the co-operation of members of his staff, and the parents and guardians. If the Head is active, knowledgeable and enthusiastic, the success of the school guidance programme may be taken for granted; if he is not, it will be still-born.

In the establishment of an adequate School Guidance Service the Inspectorate and the Bureau experts, the Teacher Counsellor, the Class Teachers and the parents and guardians all have individual, important, and responsible roles to play ; the Head is the co-ordinating and cementing factor that integrates these diverse but functional elements into a unified whole. He is the determining factor in the guidance set-up at the School level.

Guidance in the specialist, technical sense of the term is not, as we have pointed out before, synonymous with education ; it is but a part, though an important and integral part, of the whole. It is therefore essential that the whole be sound if the part is to function effectively for if an organism or a part of it is diseased it will effect the proper functioning of the other part. Similarly if the educational organism of which guidance forms a functional part is diseased, the guidance programme is bound to be adversely affected. The guidance movement cannot or will not take firm root and flourish, if, as stressed earlier, the pattern of educational administration and the educational philosophy and objectives of the State education system are such as to create an atmosphere and a climate of opinion indifferent or hostile to the healthy growth of the guidance idea. This is equally true at the School level. No guidance programme, however well conceived and led, can succeed in or compensate for serious flaws and inadequacies in the total school programme—for an excessively authoritarian pattern of School administration or unhealthy Head-staff-pupil relationships ; for an overcrowded school and overworked staff ; for inadequate or undiversified curricular and co-curricular offerings ; or for the type of regimented school discipline that breeds maladjustments and frustrations, which no guidance, however skilful, can eradicate, because the root causes for their appearance and irritation still exist.

The Head, therefore, has the obligation of creating an instructional, educational and human framework, and a school ethos and climate of opinion in which the seeds of the school guidance programme can take root, flourish and yield fruit, if not a hundred fold, then at least sixty or thirty fold. He also has the responsibility, which he shares with the Teacher Counsellor, for the proper planning, establishment and carrying out of the school guidance programme.

How far should the Head actively participate in the guidance programme ? Should he, for instance, take upon himself the role of Teacher-Counsellor, or content himself with general supervision and help ? What are the specific guidance functions and responsibilities of the Head, and how can he best

fulfil them? Do Heads need special training for guidance, and where and how should this specialised training be given? These are a few of the questions that are bound to agitate sympathetic Heads, and to which tentative answers are attempted below.

Heads' Guidance Functions

1. The Head, in consultation with experts at the State and regional bureaux of Vocational Guidance, and in co-operation with the Teacher Counsellor, should initiate and chalk out the main outlines of his school guidance programme. A sound and comprehensive guidance programme will be based on a satisfying philosophy of guidance, and lay down the ways and means by which this philosophy can be translated into action. Such a programme cannot be drawn up in *vacuo*, or by outside experts; it must be based on actual conditions, physical and human, existing in the school, hence while the Head may and indeed should, consult standard works on guidance and seek the advice of the Inspectorate and experts from the State Guidance Bureau, yet the final shape of the guidance programme in his School must be given by him for only he has a reasonably complete picture of all the factors involved.

2. The broad outlines of the guidance programme having been determined, the Head must find ways and means and mobilise all possible resources for its implementation. To begin with the Head must take steps to provide the personnel to put it into operation. If he has not already done so, he should depute an able and experienced Senior teacher, preferably of the status of an Asstt. Headmaster, to take a suitable course in educational and vocational guidance to fit him to be the School's Teacher Counsellor.

3. Together with his chief aide de-camp, the Teacher Counsellor, the Head should plan and carry out a suitable course of in-service training for the other members of his staff to enthuse them with the correct guidance outlook and mentality, to make them realise their individual and collective responsibility in this important field, and to indicate to them as far as possible how they can fulfil this responsibility. On the manner in which this essential in-service training of teachers by the Head and Teacher Counsellor, aided where possible by outside experts, to fit them to shoulder guidance responsibilities in keeping with their abilities and functions is carried out will, in our considered opinion, ultimately depend the success or failure of the School guidance service.

4. The Head must co-ordinate all guidance activities to

ensure that they are in harmony, not only with the school programme in general but also with the activities of other agencies outside the school bearing on the education of children.

5. Finally, it is the responsibility of the Head to critically evaluate the guidance programme from time to time, and try to improve it.

The Head must have full confidence in his Teacher Counsellor; he must also provide him with the conditions to carry out his work successfully.

These conditions are briefly as follows :

1. Educational and Vocational Guidance to be effective cannot be hurried, superficial or fitted into odd corners of the school programme or fleeting movements of the school day, or it is likely to do more harm than good. Hence if the Teacher Counsellor is to do his work as it should be done, he will need time off in which to do it in a relaxed and unhurried fashion. He must be provided with this time. This can be done in one of two ways. If the School is large enough and finance adequate, a full time Teacher Counsellor could be employed as in the U.S.A. where most High Schools have a full-time Counsellor. Such a Counsellor will have more than enough time in which to discharge adequately his many and varied functions. If, on the other hand, as will be most often the case in India, the High School is of average size and with very limited finances, a part-time Teacher Counsellor will have to be employed. Such a part-time Teacher Counsellor should always be chosen from among the school staff and specially trained, and, either by a reduction of his teaching load during the week, or by freeing him from all extra-curricular duties and responsibilities, he should be provided with the necessary time off to do his guidance work without too great a drain upon his leisure time or his energies. It is for each Head, taking into account the particular circumstances of his school, to determine how much time per week his Teacher Counsellor needs to do an effective job work, and to take the necessary steps to provide him with this time by whatever means seem best to him.

2. Besides adequate time, the Teacher Counsellor will also need certain other necessary aids. He will need at a minimum a small room, equipped with a table, two or three comfortable chairs, a filing cabinet for his records, and an adequate guidance library and test materials, which however, can be gradually built-up.

3. Some aspects of guidance work, such as the giving and scoring of tests, entail a good deal of routine work. It would

be a good idea if the Teacher Counsellor could be assisted by another teacher to do such work; such a practice would help to train another member of the staff who would be able to carry on the work in an emergency (if the Teacher Counsellor is sick or leaves to take up another job) till such time as a new Teacher Counsellor can be trained.

4. The good labourer is worthy of his hire. No person should be considered for the key post of Teacher Counsellor who is likely to look upon the job as just a way of making some extra money; still, considering the amount of extra work and responsibility involved, it is not fair to expect a teacher to undertake it entirely in a purely disinterested spirit of love and service. Hence we are strongly of the opinion that a Teacher Counsellor, whether whole time or part-time, should be adequately remunerated for his work. If he is a whole time Counsellor he should be at least on the same scale of pay as trained teachers of like qualifications and experience; if he is a part time Counsellor, he should get a suitable allowance, which will vary with the varying work and responsibility shouldered from school to school and the financial circumstances of the school.

Give the active support and encouragement of the Head, and the minimum conditions of service outlined above, the Teacher Counsellor will be able to face his difficult and exacting task with a fair measure of confidence. He will have been provided with the proper psychological climate for success and the essential tools; it will be up to him to complete the job.

Should the Head be the Teacher Counsellor?

Some writers on guidance, after a consideration of the importance of the Head's role in the guidance programme, and the crucial importance of the guidance service itself in a school, have suggested that the ideal course would be for the Head to undertake the work of the Teacher Counsellor himself. They hold that a combination of the two functions in the person of the Head will raise the status of guidance in the school in the eyes of the staff, parents and the public at large, and make the whole programme more real and effective by preventing overlapping and wastage, or possible friction. This may appear sound theory, but in practice the Head of a modern High School of even average size is already so overburdened with administrative and other duties that if, in addition to shouldering his responsibilities for this new service in the fashion outlined in this chapter, he has to undertake the additional work of the Teacher Counsellor, we feel the average Head will either

collapse under the strain, or trying to be Jack-of-all-trades, he will be master of none! Hence, while it may be necessary or desirable in exceptional cases for the Head to be his own Teacher Counsellor, we do not recommend it as a general practice.

It has been said that the essential function of an educational administrator, be he a Director of Public Instruction, an Inspector, or a Head is to bring together teachers and pupils in such circumstances that the best possible education results from the impact of personality on personality, of the adult on the child. No better definition could be given of the responsibility of the administration so far as the school guidance service is concerned.

CHAPTER FOUR

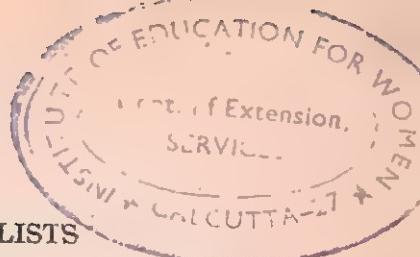
THE GUIDANCE SPECIALISTS

In our definition of guidance, we have seen that guidance, to be worth its name must be offered by a specialist. Hence every Secondary School, College and University should have at least one guidance specialist on the staff. It almost goes without saying that all the guidance work in an educational institution cannot be carried on by a single person, for the whole staff of the college would have to co-operate in the work to make it a real success. But, there should be at least one specialist to co-ordinate the work, and ensure that the work is conducted along scientific lines. The basic qualifications and professional training of the specialist will differ according to the sphere of his work (School, College, Regional Bureau); the organisation of guidance work and the responsibilities of the specialist will differ accordingly.

We may first discuss the work and responsibilities of the guidance specialist at the school level.

Proper Designation for the School-level Specialist

There has been some difference of opinion in India and abroad as to the proper designation for the member of the school staff, whole or part-time, who assumes the major active responsibility for the guidance programme of the school. In the U.K. the term generally used is Career Master or Career Mistress; in the U.S.A. and on the Continent the terms Guidance Consultant, Counsellor, Student Advisor and Teacher Counsellor are more commonly used. The All India Association of Educational and Vocational Guidance decided that the term Teacher Counsellor should be adopted in India. A designation may not always be a real indication of the functions the person actually fulfils, yet, rightly chosen and understood, it can be of considerable help in clarifying and identifying the precise nature and scope of those functions. For this reason the authors consider that the choice of the term Teacher Counsellor is a happy one. The expression Career Master, at least to the uninitiated, might suggest that his only function is to advise pupils concerning the choice of careers; the terms Counsellor or Student Advisor are somewhat vague, and the term Guidance Consultant should be reserved for the experts who should form the link between the State and regional Guidance Bureaux and the schools.



The expression Teacher Counsellor strikes a happy mean for it brings into clear relief two important principles of guidance at the school level. The first is that his function is not merely to advise school-leavers concerning the choice of career, but to provide them with educational and vocational guidance and counselling throughout the period of the schooling. The second is that guidance at the school level will be most effectively carried out if the main responsibility for it is placed fairly and squarely on the shoulders of a whole or part-time of the school staff, for no outside expert, however knowledgeable and efficient, will be able to achieve that intimate rapport with the pupils of a school that can be achieved by a regular member of the teaching staff, who can draw freely on the help and co-operation of a team of willing colleagues.

What the Teacher Counsellor is not

The Teacher Counsellor is the pivot of the guidance programme in a school. This fact is generally realised, but with guidance at the school level in its infancy, there is need for a clear understanding of the precise functions of the Teacher Counsellor among School Administrators, Heads, Teachers, and Parents.

We first take a negative approach to understand the function of a Teacher Counsellor and try to understand what the Teacher Counsellor is not.

One not infrequently reads or hears the saying that "Every teacher is a Counsellor". The saying embodies a dangerous half-truth, especially if it carries the implication that since every teacher is doing some guidance counselling, the appointment of a special Teacher Counsellor is superfluous; or that guidance such as we understand it to-day, is neither necessary nor desirable in a school. It is true that every teacher who is not a mere mass-instructor or information monger, and who is endeavouring to adapt his teaching to the age, abilities and aptitudes of his pupils, is compelled to do guidance counselling of some kind or the other in the course of a day's work. Yet it would be a mistake to identify this individual, haphazard, incidental, hit-or-miss and often contradictory and negative type of guidance, with the expert, comprehensive guidance given by a trained Teacher Counsellor, assisted by the informed co-operation of the other members of the staff. So there is difference between a Teacher-Counsellor and the other teachers in a school.

Secondly, a Teacher Counsellor is not a disciplinarian. He may in the course of his work identify certain problems of

maladjusted or difficult children which need disciplinary action of one kind or another for their proper resolution of their conflicts, but he should not be made responsible for taking such disciplinary action himself or he will never be able to attain the proper rapport with the pupils which is essential for the success of his work.

Another temptation the Teacher Counsellor should guard against is the temptation to regard himself as a semi-professional psychiatrist-cum-social worker. In the course of his work, every Teacher Counsellor is bound to encounter minor and major psychological difficulties and abnormalities of all kinds, and he will be tempted frequently to dabble in the fascinating work of the Psychoanalyst, the Psychiatrist or the Social Worker. While a Teacher Counsellor may have, to a very limited extent, at times, to undertake some of the minor functions of these co-workers in the field of human relations, he should clearly realise his limitations, and not attempt more than he can safely handle. A pupil's psyche is a sacred possession, and when it is diseased or upset, only the specialist, who has the necessary background of professional knowledge and skill, has the right and duty to endeavour to cure it, for while the specialist, (be he a Psychoanalyst, a Psychiatrist or a Social Service Case Worker) may not be able to cure the malady completely, at least he will not, unless he is totally incompetent, aggravate it, as the Teacher Counsellor is quite likely to do if he encroaches on fields which are on the periphery of his own, and which are closely interrelated with it, but which are not strictly co-equal with it.

Finally, the Teacher Counsellor, especially if he is a full time Counsellor, must on no account be regarded as a supernumerary or a casual member of the school staff. He must be a full member of the teaching body in every sense of the word; he should, as far as possible, be engaged in actual teaching, even if it be for only part of the school day, and should, in so far as is consistent with his entire load of school work, be responsible for his fair share of the sponsorship and guidance of co-curricular activities of all kinds, but more especially those which will help him to identify the pupils' special interests and aptitudes, or which have a therapeutic value.

What the Teacher Counsellor is—His Functions

In the early stages of the establishment of guidance programmes in schools in this country there is bound to be confusion and ignorance concerning the proper scope and function of the Teacher Counsellor's work. But as the reorganisation of the

secondary education programme, takes shape, and as the School authorities shoulder their responsibility for setting up really functional guidance programmes, the true scope and functions of the Teacher Counsellors will emerge and assume their rightful place within the total school programme.

It would be a formidable task to endeavour to identify, enumerate and clarify *all* the functions and responsibilities of the Teacher Counsellor. Even if the task could be satisfactorily completed; the result might prove more of a discouragement than an incentive in the present stage of development of guidance services in India. Such Teacher Counsellors, partially trained and quite inexperienced, as are on the job at present are likely to be overwhelmed and to suffer from frustration and a deep sense of personal and professional insufficiency if faced with the full range of their duties and responsibilities. We have, therefore, considered it would be more profitable to list only the basic responsibilities of the Teacher Counsellor in a minimum school guidance programme.

The normal functions of a Teacher-Counsellor, whether part-time or whole time, in a secondary school in India should be as follows :—

- Under the immediate supervision of the Head, and with the active support of his colleagues, the Teacher Counsellor should be the leader and co-ordinator of the entire school guidance programme, the aim of which is to provide personal, educational and vocational guidance to all pupils. He should function as the secretary of the School Guidance Committee.

- In his function as the leader, co-ordinator, and the inspirator of the school guidance programme, he should undertake the in-service education of his colleagues, through a series of specially planned staff meetings, through workshops, and through individual conferences so that they will be better able to play their part in the total guidance programme.

- He should be a resourceful person who is freely available to teachers, parents and children needing assistance, within the school guidance programme.

- The maintenance of Cumulative Record Cards will be largely done by the class teacher, but since these records must contain accurate data, without which no real scientific guidance work can be attempted, the Teacher Counsellor should educate the other staff members in their proper maintenance, and supervise their efforts in so far as he can.

- Linked up with the former, the Teacher Counsellor should assume responsibility for the testing programme of the school, in so far as such a testing programme is feasible and

workable. He should gradually work for the incorporation and use of objective and other types of tests in the school programme.

6. He should supply fellow-teachers with pertinent information that will enable them to understand their pupils better, specially those with problems of one kind or another (e.g. maladjustment, backwardness, etc.).

7. The Teacher Counsellor should gather and make available to pupils, parents and teachers adequate and up to date information about courses and careers in as simple, intelligible and attractive a form as lies within his power.

8. The Teacher Counsellor should take the lead in organising Hobby Clubs to develop the varied interests and activities of the pupils, in relation to the diversified courses available in the school or the locality, and in giving or arranging for suitable guidance talks or visits for orientation purposes.

9. He should also be responsible for collecting suitable literature for use in guidance in the shape of books, pamphlets, and audio-visual material of all kinds and for the arranging and setting up of guidance exhibitions, either independently, or as a section of the annual school Exhibitions which are held in most schools.

10. The Teacher Counsellor will be responsible for making proper contacts and establishing proper relations with parents, either through individual interviews and exchange of visits, or the starting of Parent-Teacher associations.

11. After consulting parents and fellow teachers, and giving expert interpretation to test results, school records, and other relevant information about the pupils, he will be responsible for the guidance of pupils into the appropriate streams in Multipurpose Schools, or appropriate subject-choices in an ordinary school. In this connection, he shall have to counsell both the pupils and their parents.

12. The Teacher Counsellor should endeavour to plan and operate a minimum placement service, in co-operation with Youth Employment Bureaux and interested employers.

13. He should endeavour to provide, as far as lies in his power, an adequate follow-up programme.

Specific Activities of the Teacher Counsellor

Besides the above general functions which he has to undertake in co-operation with the Head teacher and other teachers, the Teacher-Counsellor shall be individually responsible for the following specific activities :—

- (1) Setting up and maintenance of the Guidance Corner.

- (2) Collecting from the State Bureau of Educational and Vocational Guidance, and other sources, the necessary guidance materials and storing them.
- (3) Administration and scoring of intelligence, performance and other types of tests.
- (4) Preparation of guidance schedules for pupils of Classes VIII to XI.
- (5) Deciding counselling procedures for pupils of these classes in consultation with the State and regional Bureaux of Educational and Vocational Guidance (in case of distant schools, through correspondence).
- (6) Giving guidance and orientation talks to pupils of Classes VIII to XI for guidance purposes.
- (7) Meeting the parents of at least those pupils who present special problems of guidance.

Personality of the Teacher Counsellor

Since counselling involves the interaction of personalities, the Teacher Counsellor's own personality is very important in counselling work. In order to be successful as a teacher counsellor, he should have the following personality traits—

- (a) The Teacher-Counsellor should be sympathetic towards the counsellee. He should try to understand his views and problems, placing himself in his place. As long as the counsellee feels that the counsellor is not sharing his feelings, works and problems, counselling work cannot be successful.
- (b) At the same time, the Teacher Counsellor should retain his objective and scientific outlook in guidance work while seeing the view and problems of the pupils from the Counsellee's view point, he should analyse them objectively with the help of the scientific knowledge in his possession. Sympathy for the pupils should not lead him away from the path of science.
- (c) The Teacher Counsellor should possess a sociable personality. Success in establishing interpersonal relationships is the key to the success in his job. Hence by nature and temperament he should not shrink from such relationships. Not only has the Teacher Counsellor to establish satisfactory relationships with the pupils, he has also to do so with the parents, heads of professional training institutions, employers etc.
- (d) Sharing the interests of the pupils and willingly co-operate in their co-curricular activities will make the Teacher Counsellor, popular with the pupils—and it

is essential that the teacher counsellor should be popular with them.

- (e) The Teacher Counsellor's personality should be such so as to be able to inspire confidence in others. His behaviour should conform to certain standards and his knowledge in the subject and in the field of counselling should be adequate to inspire confidence in others.
- (f) The Teacher-Counsellor should have a democratic rather than automatic temperament. He should have a regard to the individuality of every pupil—he should give him a patient hearing and try to understand him as an individual. He should respect his views and opinions and should not try to thrust his own opinions on him.
- (g) The Teacher-Counsellors personality should be such as to enable him to win and retain the trust and confidence of others. Much confidential information will be revealed by the counselee to the counsellor during counselling sessions. The Teacher Counsellor should be able to keep this information completely secret.

The Teacher Counsellor should have flexibility of mind. He should be able to change his views, when objective facts demand it; he may even have to accept the counselee's viewpoint, in place of his own. By no means should he rigidly adhere to any dogma.

It is not expected that the above personality traits will be developed in the short training course offered for the professional preparation of Teacher-Counsellors. But Teacher-Counsellors are, in such courses being provided with an insight into the necessity of developing these traits with the expectation that they may be able to achieve them to some extent as a result of self effort. Moreover, the above criteria should help those concerned in the selection of Teacher-Counsellor, to select the right type of teachers for the work.

Academic Qualifications of the Teacher-Counsellor

To inspire confidence in pupils, colleagues and outsiders, the Teacher-Counsellor should possess the best possible academic qualifications available in the subject he teaches—it is desirable that he should hold both the Honours and the Master's Degree, in the subject. But in case of a teacher who has established a reputation for scholarship in the school and the neighbourhood, the above academic degree need not be insisted upon. The Teacher Counsellor should be a person of highest academic qualifications in order to derive benefit from his professional training course, which is of a post-graduate standard. Hence, in

no case he should be less than a graduate. There appears to be an erroneous belief in some quarters that a teacher with a degree in science or mathematics is better suited to become a Teacher-Counsellor, than one with a degree in the humanities. A student of science may develop objectivity of outlook, a personality trait, which is considered essential for success as a Teacher-Counsellor; further in the course of his work a Teacher-Counsellor has to undertake certain statistical calculations and interpretations. But objectivity of outlook may be developed by others than the students of science; again the statistical calculations etc., necessary to be undertaken by the Teacher Counsellor are so elementary in nature that they can be successfully performed by others as well, even if he is not a student of mathematics. Hence we need not insist on the above academic qualifications for Teacher-Counsellors.

There is also a belief that students of psychology should be preferred as Teacher-Counsellors. It is agreed that guidance covers common ground with psychology hence a student of psychology should have a much better background than the students of other subjects necessary for undertaking guidance work. But guidance may be considered as equally, if not to a greater extent related to the science of education. Hence a student of education may be equally fit for the work as much as a student in psychology.

It is essential that a Teacher-Counsellor should have a degree or diploma in education. This is necessary because he should first be a teacher and then a counsellor. In order to practise teaching scientifically it is necessary that the Teacher Counsellor should systematically study the science of education. Moreover as we have mentioned before, knowledge of the science of education would help a person to secure better insights into guidance activities. In fact, all the guidance activities are educational activities. It may be added that not even a course in educational psychology can be considered as a substitute for a course in education in so far as the background of a guidance worker is concerned.

Experiential Background of a Teacher Counsellor

After obtaining a degree or diploma in education, the Teacher Counsellor should have adequate experience of effective practice of education in schools—he should serve as a teacher for some time. This would give him a general idea about the important problems of guidance in schools, a scientific solution to which he might be encouraged to seek by further education and training. Without scientific appraisal of the problems of edu-

cation in the school, no teacher can develop a proper understanding of guidance methods and techniques. Accordingly it is felt that after the B.T. or B. Ed. degree, the teacher should serve in a school for some time, before he undertakes professional training for becoming a Teacher Counsellor. What should be the period of that practice can only be roughly determined. It is suggested that three years may be the minimum period for such experience.

Professional Training for Teacher Counsellors

With the above background, personality, academic and experiential, the Teacher Counsellor should undergo training for the specific jobs, which they have to perform.

It seems that a course running for at least the duration of academic year is necessary for equipping the Teacher Counsellor with the minimum theory and skill necessary for success in his work. But, considering the fact that, it is necessary to train a large number of Teacher Counsellors for our numerous secondary schools within a short period of time, with our limited facilities for training, we may be satisfied with a three months or six months initial training which may be followed by inservice training of different kinds. There may be systematic refresher courses, Teacher Counsellors may also learn while in their jobs in schools, from the collaboration of the staff of the State Bureaux, who are greater specialists by training in their work.

Suggested Contents for a Short-term Training Course

An examination of the various short intensive training courses, that have been organised by Central and State Bureaux of Educational and Vocational Guidance, reveal broad similarities in outline. While the theoretical basis of educational and vocational guidance is not neglected, their contents reveal a welcome emphasis on the more practical aspects of guidance. The trainees have to actually undertake important guidance activities, such as administration of psychological tests, maintenance of cumulative Record Cards, preparation of guidance profiles for pupils etc. This is a happy sign in a country, which in its Teacher Education institutions unfortunately overemphasise theory at the cost of practice.

Details of what is actually covered in such courses is best seen from the outline given below which indicates the work covered by the short training courses in Educational and Vocational Guidance provided by the State Bureau of Educational and Psychological Research, West Bengal.

*Work-Indicator***A. Theoretical-cum-Practical work.****1. Orientation to the Course.**

The need for guidance in India; guidance at different levels with objectives for each; organisation of the guidance programme in the school. Guidance services in the U.S.A. and U.K.

2. Collection of Pupil-Data for guidance.**(a) Psychological Data.**

Administration, scoring, interpretation and knowledge of different kinds of Intelligence Tests, Aptitude Tests, Interest Blanks, Personality Profiles etc.

(b) Educational Data.

Achievement Tests in School.

(c) Other Data.

School Records, Other Inventories and Questionnaires.

3. Relevant Statistics.

Plotting and reading frequency distribution.

Meaning and Calculation of means, S.D. and co-relation. Conversion of scores.

4. Preparation of Guidance Schedule.

5. Occupational information and training facilities including scholarships.

6. Dissemination of information.**7. Problem behaviour and remedial teaching.****8. Interview and Counselling :**

How to conduct? How to evaluate?

B. Practical Work.**1. Construction of Achievement Tests in School subjects.**

2. Necessary tests to be administered and information gathered for the curricular guidance of pupils at the end of Middle School Stage (Class VIII) & Guidance Schedule to be prepared for each: (Work to be done during school hours under expert supervision).

3. Preparation of at least one Visual aid for dissemination of guidance information.

4. Collection and display of occupational information.

5. Case Study of a pupil with problem behaviour including Scholastic backwardness.

Such short intensive courses are extremely valuable for arousing enthusiasm and giving intending Teacher Counsellors a certain measure of basic knowledge and skill. But edu-

tional and vocational guidance is highly skilled work, and a really adequately equipped Teacher Counsellor will need at least a complete year's preparation, such as is being provided by the Central Bureau of Educational and Vocational Guidance, after he has completed his basic teacher training course, if he is to be fully effective in his difficult and exacting field of guidance. It is hoped that soon such specialised intensive One Year Courses in guidance will be freely available throughout the country, and that future Teacher Counsellors will be drawn from among the skilled ranks of those who have completed such a course.

Meanwhile the need for guidance daily becomes more evident and pressing, and we cannot afford to wait for ideal conditions before we start. Given Heads, Teacher Counsellors and Class teachers of enthusiasm and vision, the work of guidance counselling can be immediately started and carried out in our schools with a reasonable degree of success, even though some of the technical know-how may be wanting. For it is ultimately the calibre of men and women behind a movement that counts, and, if the infant guidance movement in India can produce the right type of men, the right type of Teacher Counsellor, and, the right type of educational and vocational guidance will inevitably follow.

College and University level Guidance Specialist

Counsellor, (instead of Teacher-Counsellor), may be the designation given to College and University level guidance specialists. This should not be taken to mean that the counsellor should not be a member of the teaching staff of the college or the university. The term "teacher" is dropped, because it is not usually used in our country, in case of the teaching members of our colleges and universities. In point of fact for the same reasons advanced in case of Teacher Counsellors, the Counsellor in a college or a university should be a member of its teaching staff.

The discussions made and principles established in regard to the personality, academic background, professional experience, training etc. of Teacher Counsellor should also broadly apply in regard to the Counsellor.

Parents and Guidance at College and University levels

The role of the parent is for many reasons not as important in guidance work at college and university levels as it is at the school level. Many of the students reading in colleges and

universities do not stay with the parents. Moreover students at this stage of education acquire a sense of maturity and self-importance and do not like to be under the guidance of the parents. Besides, in India, the majority of the parents have not received college or university education, themselves, hence they are reluctant to play any important role in the guidance of their children.

However many lower middle class and upper middle class parents, particularly those who have had a college and university education themselves, do try to play an important role in guiding their children. Hence College and university guidance service, should provide a parental guidance service as well from which the parents may come to seek guidance information. Career conferences may also be arranged for the benefit of interested parents and contact should be maintained with as many as possible by written correspondence whenever necessary and possible.

CHAPTER FIVE

THE CLASSROOM TEACHER AND GUIDANCE

Teachers and Guidance

The Teacher Counsellor, under the overriding supervision of the Head, will, as we have stressed in the previous Chapter, be chiefly responsible for guidance in a Secondary school. The primary responsibility for the success or failure of the school guidance programme will rest with the Head and the Teacher Counsellor, but not the entire responsibility, for part of the responsibility must be shared by the other persons involved in the guidance set-up. "Guidance", to quote the Secondary Education Commission, "involves the difficult art helping boys and girls to plan their future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must co-operate under the guidance of some person with special knowledge and skill in this field".

The active and wholehearted support and co-operation of every member of the staff of a school is therefore essential if the school guidance programme is to be a real success. No teacher can shirk his responsibility in this respect, for guidance is an integral part of good teaching and an intrinsic part of classroom procedure. The Head and Teacher Counsellor may be regarded as the Manager and Captain of a team ; unless all other teachers, who constitute the remaining members of the guidance team, are prepared to pull together, under the supervision and leadership of the former, the guidance programme of the school is likely to be at best an "extra-curricular activity" instead of being, as it should be, an integral part of the life and working of the school.

Every Teacher not a Teacher Counsellor

Every classroom teacher, whether he likes it or not, is by the very nature of his vocation called upon to shoulder certain guidance responsibilities and certain guidance functions. The choice is not between accepting these responsibilities and functions or rejecting them ; rather it is between performing them consciously and effectively, or blindly and ineffectively. Indeed

much classroom teaching is inseparable from guidance; the teacher guides as well as teaches, and no outsider can accomplish what takes place at all levels in a classroom in which the Class Teacher accepts his role as a guide to the individual boys and girls under his charge.

This fact has led some authors on educational and vocational guidance to identify guidance and education, and to hold that every teacher is in fact a Teacher Counsellor. This is dangerous half-truth, especially if it implies that every teacher who has been through a course of training is equipped to be a Teacher Counsellor, and therefore that neither a special training nor a specially designated Teacher Counsellor charged with the overall responsibility for the guidance programme in a school is necessary. It is true that every Class Teacher worthy of the name is performing certain guidance functions, though not always conscious of the fact, almost every day working day in his formal and informal dealings with his students. Every time, for instance, he advises his pupils, or endeavours to inculcate in them, by word and example, worthwhile personal or social attitudes and habits, every time he identifies and endeavours to resolve the intellectual and emotional difficulties of maladjusted pupils or provides significant experiences of an avocational nature or advises their parents about their strong and weak points, or about their future careers, every time he furnishes the Teacher Counsellor with information that helps him to understand the needs and problems of individual pupils, he is doing educational and vocational guidance of a sort. But these functions are inseparable from his work as a good teacher, and, while they impinge, to a greater or less extent, on the specialised field of guidance, they should not be identified with it, or with the skilled, comprehensive, objective educational and vocational guidance and counselling done by good Teacher Counsellor. In short, not all the skilled guidance needed by children and youth can be supplied by the Classroom teacher, and there will always be a definite place for the specialist Teacher Counsellor in a planned and effective guidance programme.

Teamwork in Guidance

The Head, the specially trained and skilled Teacher-Counsellor and the Classroom teacher—each have their specific role to play in the total guidance programme. These roles should be as clearly defined and demarcated as is possible to prevent conflict, overlapping diffusion of energies and wastage. Neither the Head, nor the Teacher-Counsellor, nor the Classroom

teacher should regard themselves as solely responsible for the success of the guidance programme; they are jointly responsible, and must co-operate closely and wholeheartedly if it is to be a success. The parts to be played by Head and Teacher-Counsellor have been outlined in previous Chapters. What is the specific contribution the ordinary members of the school staff can be expected to make to the guidance programme? How can they best make this contribution? What sort of training will they need to be able to make an effective individual contribution to the guidance programme of the school?

Teachers' Contribution to the Guidance Programme

The guidance programme of the school cannot make much headway unless every teacher co-operates in making it a success. In what ways can this co-operation be most effective?

1. No guidance is possible unless those attempting to supply such guidance have in their possession a fairly completed and comprehensive picture of the child as he is, of his abilities, aptitudes and interests, his strength and his weakness, his physical, intellectual, emotional, moral and spiritual make-up. In building up this composite picture of the child the special role of the classroom teacher is of fundamental importance. Whatever form the guidance programme of a school may take the teacher holds a strategic place in it. It is he who from his frequent daily contacts with the pupils, inside and outside the classroom, has the best opportunity of making a deep personal study of them as individuals and as members of groups, and the knowledge he gains will be invaluable to the Teacher-Counsellor. And when several teachers pool their opinions and experiences about an individual child, a much better picture will emerge than any single expert, however skilful, will be able to paint. No test, rating scale or other instrument is a substitute for the wisdom, intuition and sympathy of good teachers. Hence it is the guidance responsibility of every teacher to try and understand his pupils as individuals, through observation, interpretation of the language of pupil behaviour, study or test results, and, if possible, visits to their homes, and to record his observations in an intelligible manner for use by the Teacher Counsellor or other teachers.

2. Many of the educational blocks and maladjustments that hinder men and women from being a success in their chosen vocations owe their origin to, or first show themselves in the classroom. By guiding while teaching, by the type of discipline they enforce, by their alertness in spotting and dealing in time with such problems, and, if they are unable to do so, by draw-

ing the attention of the Teacher Counsellor or Bureau or Child Guidance Clinic expert to such problem children, teachers can make a real contribution to what is sometime termed the "mental hygiene aspect of guidance".

3. The ordinary Class teachers can also play an important role through their teaching in orientating pupils towards various courses and careers by providing meaningful intellectual, social and avocational experiences, and encouraging and inspiring pupils to acquire knowledge, skill and aptitudes, and to explore interests that will help them to choose their future vocation wisely, and be a success in their chosen vocation.

4. The classroom teacher can also assist the older children in arriving at a just appraisal of their abilities and aptitudes and in drawing up educational and vocational plans in keeping with them.

5. Finally, the ordinary classroom teachers can serve as important links between the Teacher Counsellor and Head on the one hand, the parents on the other, so that all co-operate, each in his own sphere, in the promotion of the total welfare of the children committed to their common charge.

It is important to clearly define the role of the Classroom teacher in the guidance programme vis a vis the Teacher Counsellor, but in practice it is not easy to do. The reason for this is that their respective roles are not mutually exclusive, the difference for the most part, being one of degree rather than of kind.

An attempt is made in the following chart, which is adapted, by the permission of the author, from an American publication on Vocational Guidance, to indicate the nature of the difference between the guidance functions and responsibilities of the Classroom teacher and of the Teacher Counsellor respectively :

Some Special Student Needs and Teacher Counsellor-Teacher Relationships.

<i>Special Needs of Students.</i>	<i>Teacher Relationship.</i>	<i>Teacher Counsellor Relationship.</i>
1. Selection of occupational goal.	Teacher provides assistance e.g., Relates occupational information to subject.	Teacher Counsellor assumes major responsibility, e.g., Considers each pupil's individual characteristics in relation to occupational opportunities. Administers selected tests. Provides teacher with occupational information material.

<i>Special Needs of Students.</i>	<i>Teacher Relationship.</i>	<i>Teacher Counsellor Relationship.</i>
2. Selection of appropriate curriculum in a High School or right bias in a Multipurpose school.	Teacher provides assistance, e.g., Supplies pertinent information for Cumulative Record.	Teacher Counsellor assumes major responsibility, e.g. Provides individual counsel in light of vocational goal and personal characteristics. Prepares material showing relationship of specialised curricula to vocational opportunities in community.
3. Failure to perform in school work up to capacity.	Teacher assumes major responsibility, e.g., May provide more challenge to ability.	Teacher Counsellor becomes resource person to teacher, e.g. Aids pupil by special analysis and help when normal classroom methods fail.
4. Adaption of instruction to individual needs.	Teacher assumes major responsibility, e.g., provides differential assignments and projects.	Teacher Counsellor becomes resource person to teacher. Reveals special interests and abilities of pupil.
5. Placement in a job or in an Institution for further education.	Teacher provides assistance by indicating strong and weak points of pupil.	Teacher Counsellor assumes major responsibility in conjunction with Youth Employment Service.
6. Poor Study Habits.	Teacher assumes major responsibility, e.g., Teaches pupil how to study, and provides individual help.	Teacher Counsellor becomes resource person for teacher, e.g. Provides teachers with special aids, and works with teacher for pupils needing special help.
7. Personal problems that interfere with development and adjustment such as in the case of (a) Self-conscious pupil, (b) Pupil with physical defects, (c) Pupil with psychological conflicts.	Teacher and Teacher Counsellor share responsibility, depending upon circumstances.	Teacher Counsellor and teacher share responsibility depending upon circumstances.
8. Orientation to new situation, such as in a Multipurpose school.	Teacher provides assistance, e.g. Works with Counsellor in developing procedures. Largely responsible for carrying them out.	Teacher Counsellor assumes major responsibility, e.g. Takes initiative in developing procedures to meet the problem such as the production of a handbook.

<i>Special Needs of Students.</i>	<i>Teacher Relationship.</i>	<i>Teacher Counsellor Relationship.</i>
9. Self understanding on part of pupil.	Teacher provides assistance, e.g., Supplies pertinent information for Cumulative Record such as anecdotes, observations etc.	Teacher Counsellor assumes responsibility, e.g., Provides skilled counselling and interpretation of Cumulative Record.
10. Choice of appropriate clubs and extra-curricular activities.	Teacher provides assistance, e.g., Sponsors various activities.	Teacher Counsellor assumes major responsibility, e.g. Enables pupil, as a result of counselling procedures, to make a better choice in keeping with needs.
11. General school adjustment and development.	Teacher and Counsellor share responsibility.	Teacher Counsellor and teacher share responsibility.
12. Exploring needs and abilities.	Teacher and Counsellor share responsibility e.g., Makes "exploratory course" meaningful for this purpose.	Teacher Counsellor and teacher share responsibility, e.g. Provides individual counselling on this base. Assists teacher in making exploratory experiences meaningful. Trains teacher to administer and interpret interest inventories.
13. Need for financial or other types of special help.	Teacher provides assistance, e.g. May identify needs, and help in arrangements for meeting them.	Teacher Counsellor assumes major responsibility, e.g. Makes necessary arrangements.

Though the above table of comparison does not claim to be comprehensive or final, it does help to indicate how difficult it is in practice to lay down a clear line of demarcation between the respective functions of the Classroom teacher and the Teacher-counsellor with regard to a few of the many types of educational and vocational guidance and counselling they will both be called upon to do from time to time. It does however show that, even though the difference be one of degree and emphasis, there is a difference between their respective roles, and, further, that unless they co-operate closely and intelligently, the guidance programme of the school will never be a real success. The entire staff of a school, we must repeat, from the Guidance Team of the School, under the manager-

ship and captaincy of the Head Teacher and Counsellor, and the team can no more do without its leaders than the leaders can do without their team.

Training Teachers for Guidance

If every member of a school staff is inevitably called upon to shoulder certain specific guidance responsibilities, it follows logically that they should possess the minimum knowledge and skill necessary to carry this responsibility effectively. Unfortunately in the average High School in India only a small proportion of the teaching staff is likely to be trained, and, even among the trained members of the staff, very few have a broad and deep enough professional background of training and experience to make them capable of adapting the general educational and psychological principles acquired during their period of training to the needs of the guidance programme. It may be safely stated that until and unless a specific basic course in the theory and practice of vocational guidance is introduced into the present programme for the education and training of intending teachers, very few teachers, even from among the ranks of trained teachers, will be ready, willing, and able to shoulder successfully the guidance responsibilities and undertake the guidance functions forced upon them as members of the school guidance team. Fortunately, under the stimulus and advocacy of the All India Association of Educational and Vocational Guidance, the need for incorporating such a basic course in guidance principles and practices has been fairly generally accepted, and the Expert Committee appointed by the Central Ministry of Education to reorient and refashion existing schemes of teacher training to fit the needs of the time has recommended that such a basic course in guidance should form an integral part of the education and training of all future teachers.

Meanwhile the guidance movement has already started, and progressive schools all over the country are setting up guidance programmes of various types and degree of efficiency. Some method has to be found, therefore, immediately of educating at least the staff members of such schools in which guidance programmes have been started in the essentials of guidance theory and practice.

How, and by whom, should such in-service training be given? It is our conviction that it should, and can be best provided by the Heads and the trained Teacher-Counsellors of the respective schools, with the assistance, whenever necessary and possible, of the expert staff of the State or regional Vocational

Guidance Bureaux. Before a School Guidance programme is seriously launched the Head and Teacher-Counsellor should conduct a special series of staff meetings at which they should, through talks and discussions, acquaint all members of the school staff with the aims and objectives of the Guidance programme of the School, and attempt to communicate to them some of the know-how of effective guidance—the need for adequate Cumulative Record Cards and how they should be maintained; the principal guidance needs of children at various ages and stages of their school career; what they can do and what they should not attempt in making the guidance programme of the school a success, and similar matters. Such a course of orientation and training in the minimum essentials of guidance theory and practice is essential if the enthusiasm of the teachers is to be aroused, and their enlightened co-operation to be won. And without the infectious enthusiasm and knowledgeable co-operation of every member of the staff the guidance programme of the school will be a partial or total failure.

CHAPTER SIX

PARENTS AND GUIDANCE

Disappointments of Parents

All of us have our ambitions in regard to our children, but most of us are disappointed in them. Their educational attainments fall below our expectations; our long-cherished desires about their vocations and social positions remain unfulfilled; even their conduct fails to satisfy us. In our frustration we blame everybody involved (save ourselves)—the school, the teachers, society, and the child! But does it help in any way?

Guidance Helps Parents

This frustration of parents necessitates the development of the School Guidance Service for it aspires to make a scientific attempt to remedy the unsatisfactory situation to the mutual benefit of all involved, the child, the parents, the school, and society. The School Guidance Service endeavours to achieve its objectives by making a scientific appraisal of the innate potentialities and present achievements of the child on the one hand, and an objective assessment of available social opportunities on the other, with a view to helping parents to plan wisely the future of their children and to formulate their hopes and aspirations about them on a more dependable and realistic basis. The School Guidance Service also tries to use the latest scientific knowledge and techniques to help the child if his school achievements do not measure up to his innate potentialities or if he develops undesirable behaviour traits so that he may experience a feeling of self-realisation.

Many heart-breaks could be avoided by parents if they were given proper guidance. For instance a University Professor in the Arts Department was so determined to turn his son into a scientist, being convinced that an arts course would never lead to a good career for his boy, that against the wishes of the boy and the advice of the school authorities, he forced him to take additional mathematics on promotion to Class IX. The inevitable result was the boy's failure in the next promotion examination. Further, his inability to cope with additional mathematics also began to affect his attainments in other subjects, and his inattentiveness and hostility towards mathematics began to develop into a general personality trait which manifested itself in other classes as well. By the end



of the year he even began to play truant from the mathematics class, and to keep undesirable company. Naturally he lost prestige in the class, and with the teachers. His home adjustment also became poor and he was often scolded by the father, who supervised his studies, so much so that he developed a mood of rebelliousness and appeared to drift towards delinquency.

The administration of aptitude tests clearly revealed that the verbal ability of the boy was much higher than his number ability, and an investigation into his leisure time activities at home convinced everybody that his literary interests were marked. The guidance expert was able to convince the father that social opportunities for an arts student were not as limited as they had been in his time; on his advice the boy was allowed to drop additional mathematics, and within six months appeared to be rehabilitated. This example should convince readers that a guidance service exists for and can serve the genuine needs of parents, teachers and pupils.

Hence parents should be among the first to welcome the guidance service in schools. As the traditional highways for education and vocation seem to be sadly overcrowded and afflicted with cut-throat competition, parents sadly need information about new or comparatively little known educational and vocational avenues, which might, almost equally well, satisfy their legitimate aspirations in regard to their children. For example, the news of apprenticeships (after the H.Sc. examination) in an Engineering Firm may be welcome to the parent who has failed to secure the admission of his boy in an Engineering College. When therefore, despite their provision of liberal educational facilities and the maximum of coaching and encouragement, parents find that their children are not doing as well as expected, they should consider it necessary to have a scientific appraisal of the abilities and interests of the children to know where they may score their best. This is doubly necessary to-day as it is being increasingly realised that in the present social conditions, any profession can satisfy one's ambition if he can make a real success of it. For instance if a child has a real talent for music, it can offer him an excellent career, unthinkable in this country even a decade ago. Enlightened parents should further realise clearly, and act upon the well-established fact, that undesirable behaviour problems in children can only be remedied through expert handling. One of the many tasks of the School Guidance Service will be to deal with such problems, hence the parents should be the most enthusiastic supporters of the

School Guidance Service and should work in closest co-operation with it.

Whole-hearted Parental Co-operation is Needed

There is no doubt that guidance work, at least in this country, can never be a real success unless the parents whole-heartedly co-operate with it, since, because of the very close emotional ties between them and their children, Indian parents exert a considerable formative influence in the development of the future hopes and aspirations of their children (one of the authors was surprised to overhear his eleven-year old daughter expressing her desire to a friend to become a psychologist when she grew up), for in most cases the children accept their parents' wishes and desires about them. Again in this country, the responsibility of educating children and setting them in life also rests almost entirely with the parents, and the future of their children largely depends upon parental efforts and self-sacrifice. Hence, guidance work cannot hope to have the slightest chance of success in India unless the parents whole-heartedly co-operate with it.

How Parents Can Co-operate in Guidance Work

Parents can contribute a great deal to the success of the guidance programme by detecting the aptitudes and interests of their children, and, whenever possible, developing them along the right lines. Teacher's efforts in this direction must be supplemented by those of parents who can and should play in the home the role played by the teachers of the school. Attempts should therefore be made to appraise the abilities and interests of children, and opportunities should be provided for the development of those abilities and interests through appropriate home activities, family excursions etc. Parents can also help the children in fighting educational backwardness and problem behaviour by giving them educational help, emotional support etc. They can make available to their children information about courses and careers, and gradually develop in them hopes and aspirations suited to their abilities and interests. In short, the work of the teachers in the school must be supplemented adequately by parents at home. Parents should not think that the above work will place any extra burden on them; with a little forethought it can be done in the course of normal family living, if the ordinary family activities are planned to a certain extent to achieve the above objectives.

Parents can also actively help the teachers in their guidance activities. Individual parents serving as members of the School Guidance Committees, and presenting the parents' point of view on them can exert a healthy influence in the determination of guidance policies; indeed School Guidance Committees cannot function efficiently without adequate and active parental representation. Again, parents drawn from variegated walks of life command many more social resources than the teachers; these resources should be made available for guidance purposes. Parents for instance can be helpful in arranging excursions, giving career talks, and other school guidance activities. Their influence may be effectively utilised for the proper educational and vocational placement of pupils. Special Committees of parents, with representatives of the teachers, may work for such a purpose. In short especially in the guidance field, teachers cannot work effectively without help from parents who must form an important and active element of the guidance services in any school.

Parents' Negative Attitude Towards Guidance

Essential though their co-operation is, it is not unlikely that the majority of parents in our country will consider guidance a hindrance rather than a help, and regard it with suspicion hostility as an undue interference with their right to educate their children and place them in life according to their wishes. Even in the case of such simple and traditional guidance work as class-promotion, or the selection of new entrants to a class, it is common experience for heads and teachers to be pressed by parents for promotion or admission of pupils despite convincing evidence of their inability to profit by instruction in the next higher grade or class. On many occasions, the authors have heard parents cynically commenting that school examinations and other selection tests were mere eye-wash, a cover for the favouritism and nepotism in which school authorities commonly indulge. As the scope of guidance services is much wider, it is very essential for parents to be taken into full confidence from the very start.

Reorientation of Attitude of Both Parents And Teachers Required

The first efforts to win over the parents should be directed towards reorientation of the attitudes of both teachers and parents towards one another with regard to the education of the child.

How can this be accomplished? An objective analysis of mutual attitudes of parents and teachers in the promotion situation, a typical guidance issue, should throw light on ways and means of developing co-operation between these two parents in guidance work.

Teachers' Side: (1) Teachers consider educational guidance in the matter of promotion their exclusive concern and privilege: lay interference in the field, they are sure, will be harmful to the pupil and the school. (2) Teachers have absolute faith in their assessment of pupils, though they seldom bother to ascertain its reliability or validity. (3) Teachers tend to consider the issue of promotion from a relatively detached and impersonal point of view; they are not always fully conscious of its implications to the pupils and the parents.

Parents' Side: (1) It is very difficult for parents to accept the fact of educational backwardness of their children—it spells disillusionment and great frustration to them. (2) They wishfully think that even if the child is backward, he will catch up, if needs be, with some extra help. Having no great insight into the processes of education, they fail to realise that promotion to a higher grade, if the child is below average, reduces this chances of improvement. (3) They do not have much faith in examinations; they consider them to be a matter of chance. An unfavourable chance caused the failure of the child, a favourable one would have resulted in success! (4) Most parents seem to be concerned more with the examination success of the children than their real welfare. Denial of promotion, therefore, is considered by them as directly against their interests, and the interests of their children.

Give and Take

It seems needless to state that both the parties should respect each others view point to some extent.

(1) Teachers must accept parents as partners in the task of educating the children, with full rights and responsibilities and such responsibilities should not only be imposed on parents when the children reveal any educational or behavioural problem. Hence they should not only be urged to provide more effective home assistance to the children, but should also be taken into full confidence in any issue of guidance.

(2) Teachers would do well to remember that they are not infallible in their judgment of their pupils; they should clearly realise that their methods of assessment have their limitations, and that a human individual can never be adequately measured.

(1) On the parents' side, it should be remembered that their interests and those of the school are not opposed but run in parallel lines. (2) Parents should realise that School examinations, though not 100% reliable, give a fair indication of ability, particularly when a number of examinations, indicate more or less the same thing. Parents may seek to co-operate with the school in improving the reliability and validity of the examinations, but it would not be in their best interest to reject their results out of hand. (3) Parents should realise that it is always better to face the reality about their children, even though it is unpleasant, and to try to find out remedies for it, than to live in a fool's paradise about them. (4) Parents should be made aware that modern life offers a great variety of avenues for the success of the child, provided he is efficient in the line selected; further that every child has aptitudes and interests for one line or another, and that if they are detected at the right time and developed properly, the child is sure to meet with success in life. If they really wish to help their children, therefore, parents should avoid thrusting their own ideas and ambitions upon them, irrespective of their own special aptitudes and interests; they should rather co-operate with the school in finding out their aptitudes and interests and properly developing them.

We anticipate that, at first, parents may be slow in offering their co-operation in guidance work, even though it exists largely to promote their interests and those of children. It is also common experience that even the most enlightened parents take little direct interest in the education of their children; Parent-Teacher associations in schools usually fail because of the lack of parental interest in them. This unsatisfactory situation must be remedied. We may accept the principle of division of labour in regard to the production of the economic necessities of life; there cannot be such division of labour in regard to the education of children, for: to be fruitful, it must be a joint responsibility of the school and the family.

Different Categories of Parents and How Each may be Utilised in Guidance Work

It may be helpful to try to make an estimate of the co-operation in guidance work which may be expected from the parents by any school starting a School Guidance Service. Parents may be classified as follows from the point of view of the co-operation which may be expected from them:

(1) *Educationally and Economically Handicapped Parents*: These constitute the majority of our parents. Most of them

take no direct interest in the education of their children because of their lack of self-confidence. The teachers also usually ignore them, and scorn to seek their co-operation in guidance work. But such parents can make as valuable a contribution to guidance work as any other group of parents, provided they are initiated into the fundamental principles of guidance. This should not be considered an impossible task, if we remember that through efficient methods of adult education this country has made even illiterate people well acquainted with the most abstruse metaphysical thoughts. We should also remember on the positive side that these parents are often rich in experience of life, have the deepest love for their children, and are ready to make any sacrifice for them. Hence if they approached in the right way these parents may be the easiest to win over.

(2) *Lower Middle Class Parents*: The second group of parents consists of those who expect too much of children, and at the same time leave the entire responsibility for their education to others. Such parents, who usually belong to the lower middle class, are over solicitous concerning the future of their children, often due to the desire to realise their frustrated ambitions through them. Such parents are ready to incur expenditure beyond their means by sending their children to expensive schools and engaging private tutors for them. But teachers cannot expect much co-operation from them; they have no time to discuss the education of their children with the teachers, and if they have any free-time, they seek forms of relaxation other than the company of their children. Such parents do not seem to be at all conscious of their educative role in the life of the children. Very often, their own actions defeat their ends, and their reaction is to become critical of the teachers and hard upon their children. There is also an educational problem, though of a different kind; such parents should be made aware that the responsibility for the education of their children cannot be completely passed on to others, and that they themselves have a direct and positive role to play in this field. They must be brought to realise that not only must their hopes and aspirations for their children be realistically based upon their abilities and interests and the social opportunities available to them, but that they must be prepared to actively help them towards their achievement.

(3) *Upper Middle Class Parents*: This group of parents has the highest ambitions for their children, whom they naturally desire to be better placed than themselves. At the same time they are usually more enlightened and feel the necessity both of a scientific appraisal of the abilities and interests of the

children and an adequate knowledge of available social opportunities in realising their ambitions for their children. But they find it difficult to accept facts if they are not in keeping with their ideas and hopes concerning the future of their children, and often interfere with the teachers. They also have very strong convictions about the necessity for University degrees, and the prestige of this or that kind of work which cannot be supported by reasons. Another difficulty experienced with this group of parents is that, though conscious of the parental role in the education of the children, fathers hardly find time to shoulder their responsibility, leaving it entirely to the mothers. But participation of both the parents is a necessity. Moreover, mothers, because of the limitations under which they function in our society, cannot be as effective as the fathers in guidance work. A little guidance from the school authorities should make such parents the best co-operators in guidance work.

(4) *Rich Parents*: Such parents are keen about the education of their children, but they frequently think that the sending of children to the most expensive schools and engaging a number of highly qualified tutors can substitute for parental concern and participation in the education of their children. They are also less purposive about the education of their children and generally are not conscious that their own often undesirable ideals and activities are constantly influencing their children. Tactful initiation of such parents into the principles of education and guidance should go a long way to solve the problem of co-operation from such parents.

Indian parents, in all classes of society are generally deeply solicitous concerning the future of their children and ready to make almost any sacrifice for this purpose. Hence if they could be made to realise the true significance of their role in the guidance of their children, there would be no lack of co-operation from them. It is well known that, unknowingly, parents often defeat their own ends by their own actions; but if they can be made to realise their mistakes, they can and will be the greatest educative force in the life of children. It is only education of the right kind which can secure the effective participation of parents in guidance work.

Blunders Committed by Parents

Very often parents ambitious in regard to their children and the children's abilities and interests are poles apart, and parental efforts to make the children serve as bridges between the two inevitably result in breakdown and failure for them.

In their desire to realise their frustrated ambitions through their children, and in their solitude to ensure them a particular standard of life parents, only too often, forget the children cannot be made to measure. They have been born with certain abilities, and the environment in which they have grown up and developed has given them certain advantages and limitations; attempts to ignore these factors and force things may result in complete failure and extreme unhappiness. Two examples may help to clarify the point. A student having passed the Matriculation examination in the second division failed to appear for the I.Sc. examination for three consecutive years. In the first year, he came out of the examination hall complaining of loss of memory; in the second year he fell ill a day before the examination; and in the third year, he played truant and fled from home the night before the examination. By the administration of intelligence tests it was found that though the boy had less than average intelligence, his father had engaged a number of private tutors and made him work very hard during the Matriculation examination, so that he was able to scrape a second division. But help from private tutors and hard work were not enough when he had to cope with the I.Sc. course, particularly since his father had drilled into him the idea that unless he secured a first division, it was no use his passing the examination. In another case an Engineer father forced his son to take the technical course while the boy himself wanted to take humanities and become a journalist, and his school attainments and psychological test results also showed that he could be expected to do well in the humanities course. To cut a long story short the boy had to be transferred to humanities after six months, because of poor work in science. Parents should be made aware of the principle of "non-directive guidance"—that their children should be permitted to develop their own ideas and ambitions and have a large say in deciding what is best for them. Parents and teachers can only help them in this matter, and even this help must be offered most unobtrusively, otherwise it may have the opposite results.

Parents may have their own Way with the Children with best Results, if they proceed Scientifically

Parents can best influence children indirectly by suggestion and manipulation of the environment. For example, to stimulate in the child the desire to become a scientist, he may be encouraged to read inspiring biographies of famous scientists, given opportunities at home to carry out simple scientific

How may we Reorient the Parents

Most Heads and teachers, after a little consideration, would agree that parents have a vitally important guidance role to play in the guidance programme. They would agree, perhaps even more wholeheartedly, that the majority of parents are quite incapable of playing their guidance role properly without adequate reorientation. The task of reorienting the parents by helping them to gain in sight into the problems of guidance and to gain specialised knowledge for shouldering their guidance responsibilities devolves on the school authorities, and more especially on the Heads and the Teacher-Counsellors. They must regard parental education as one of their most important responsibilities, because without the right type of co-operation from the parents, no guidance programme can be successful.

How can the education of parents in guidance be best accomplished? It is not likely that many parents would be prepared to attend a regular course on guidance such as has been suggested for teachers and Teacher-Counsellors. Most parents would neither be able to spare the time, nor are they likely to show much enthusiasm for such a course. The best approach, therefore, to producing the desired modification of attitudes and to providing the desired knowledge in parents, at large, will probably be through the ordinary process of social living.

Propaganda of the right type about scientific guidance activity can be carried on with parents by the effective use of the mass media of communication which have become a necessary part of modern living. Meetings and conferences, exhibitions, books and leaflets, cinemas and radios are some of the mass media for communication in India. The following methods of communication will also be found especially useful:

1. Pamphlets, booklets, leaflets written in simple nontechnical language should be produced by the Central and State Bureaux of Educational and Vocational Guidance, the Rotary Club, the Directorate of Resettlement and Reemployment etc. and widely distributed through the schools to parents and guardians. Such pamphlets should deal both with the basic essentials of guidance theory and procedure that should be grasped by parents, so as to create in them a right attitude towards guidance, and supply varied and accurate knowledge of careers and courses open to school leavers and the special qualifications, academic, professional and personal, needed for success in them.

2. Newspapers should be encouraged to start special Guidance Corners in which there may be popular articles and

various aspects of guidance. This Corner may also provide forums for discussion of guidance problems, and should supply authoritative answers to specific guidance difficulties of readers.

3. Short documentary films exhibited in public Cinemas in which guidance procedures are illustrated, and guidance problems are brought vividly into focus, and a well planned programme of radio talks, discussions and short playlets on various aspects and problems of guidance will help considerably to make parents and the community at large guidance conscious.

The Schools and Parental Guidance Education

The mass media for communication though effective up to a point, tend to be somewhat impersonal, which limits their range, effectiveness and personal appeal. This "personal factor", which is so important in the education of parents, can and must be supplied by the schools themselves. We outline below some of the methods by which the schools can make effective contact with the parents and educate them to play their guidance role effectively :

1. Career Conferences

Such Conferences should be arranged for groups of parents, (especially of children in the Senior Classes), and their children, from time to time by the School authorities. The keynotes for such conferences should be interest, vitality and variety, for nothing is more deadly than boredom. Their aim is to impart occupational information to parents and students in a 'live' manner by bringing them in contact with people representative of all types of professions. Some of the activities that can be used at such Conference are as follows :—

- (i) Short, lively Career Talks could be given by people, successful in various walks of life. If such talks can be given by parents themselves so much the better, for the more effective they will be.
- (ii) Symposia and Brains Trusts in which outside experts, teachers, and parents participate in a discussion of various aspects and problems of guidance can be organised.
- (iii) Exhibitions are an effective visual mean of stirring up interest in guidance. Charts, diagrams, models and leaflets can be used to modify wrong attitudes and develop right attitudes towards guidance ; information about Careers and Courses can be effectively presented, and guidance procedures and techniques can be vividly illustrated through models, charts and "live" demonstrations.

experiments, or taken to scientific exhibitions etc. Where there is strong emotional affinity between parents and children, direct suggestions must be in line with the basic facts about the child ; his abilities, his level of achievements, his developed interests and personality traits must be given due consideration. For example, a child with less than average intelligence or very poor achievement in mathematics cannot be expected to become a successful scientist. Forcing resistant children to do things rarely produces good results. When all is said and done, what do all parents really want for their children ? We should think a happy and contented life, arising out of the realisation of their potentialities. Our task in guidance is to convince parents that their ambitions for their children should be on a par with their abilities. It is admitted that such acceptance is not always easy for parents, but it is best for everybody concerned.

Other Blunders of Parents

There is a common notion among parents that children, because of their immaturity and experience, cannot know what is best for them. They argue that parents who are ripe in age and rich in experience, and out to serve the best interests of their children, are surely the best judge of their interests. The other day, for instance, an enlightened mother asked one of the authors why people in guidance work gave greater weightage to the wishes and desires of children than to those of their parents.

The answer to her query is as follows :—

Parents, no doubt, think unselfishly of their children, but can they think objectively as well ? Does not their love for children bias them ? Are they sure that they always examine issues from their children's point of view ? Is not their experience (however rich and varied this may be) biased by their own abilities, personality traits etc. which may be different from those of their children ? Researches show that parents' judgment of children is less dependable than that of children of themselves. Again, whatever may be the parents' ambitions, they have to be realised by the children ; parents cannot realise them for the children, and as long as children refuse to accept the ambitions of parents in their regard, they cannot be motivated to realise them. Parents may try to influence and persuade them, but, in the case of a difference of opinion, the children's wishes and desires should be given greater credit. It is hard to substitute this new principle for the old, but it is more scientific.

The parents' idea that they know most about their children, more than teachers, the children themselves, or anybody else is also not borne out by facts. Loving them best does not necessarily mean knowing them best. Parents may have had closer associations with children, but they are seldom their confidantes, particularly after adolescence. Parents also seldom make any attempt at an objective appraisal of their children. There are many cases recorded of the parents' estimate of the child, and the child's own recorded self-estimate, and follow-up studies have testified to the correctness of the latter. This may be a disillusionment, but it has to be accepted in the best interests of the child.

Parents, in their excessive love for children, almost always pitch targets for them at the highest. But a modest ambition realised is better than a high ambition given up midway. However painful it may be, it is wise to accept realities in life. Targets for children should only be fixed after a very careful examination of the entire pros and cons of the situation. Again because of the uncertain prospects in the extremely competitive society in which we live, parents like to have more than one target for their children at the same time; for example many a boy is trying to do his Inter Science and a Shorthand course at the same time. It may be wise for parents to remember that trying to paddle two boats simultaneously may be dangerous. In these days of specialisation it may not also be good to have too general a goal for the child; one who aims to fit into everything, may not be a good fit in anything.

Moving with the Times

Ours is a dynamic society. Tremendous changes have taken place in the course of the last ten years, and many more are on the way. The value system and educational and employment opportunities have changed and are changing very rapidly. To guide the students to best advantage one should not only be abreast with the time, but should also be able to look into the future. Unfortunately out-of-date concepts about job prestiges (e.g. the shoe trade is not for gentlemen, and nursing is not for ladies) and the employment prospects of certain types of education (e.g. a University Degree is better than training as a technician) handicap our parents as reliable guidance to children. Parents should strive to get rid of such wrong notions for the sake of their children.

- (iv) Short playlets, dramatising various aspects and problems of guidance, are an excellent means of spotlighting such themes in an interesting and arresting manner.

A properly planned Career Conference will accomplish several objectives. It will stimulate parents and children to think seriously about the future careers of the latter, and provide them with a background of knowledge to enable them to make a realistic and informed choice. It will also enable the school to establish vital rapport not only with parents but with the community at large, and make local employers aware of their obligations to school-leavers and about the problems of young people about to leave school.

2. Individual Contacts

Group contacts with parents and guardians are necessary and desirable; personal contacts with individual parents and guardians are still more necessary and desirable. Since the time and energy at the disposal of the Head and Teacher-Counsellor, who are the best persons on the staff of a school to make such personal contacts, is limited, the contact with parents in general, especially, in a large school, will probably have to be mainly by correspondence. Whenever such correspondence becomes necessary care should be taken to make it as un-official and human as possible, for officialese will destroy that personal bond which the writer is endeavouring to establish with his correspondent.

But while contacts through correspondence may be necessary with the general run of parents, direct contact with certain categories of parents and certain individual parents is unavoidable, indeed indispensable. At critical moments in the school career of the child, in the important *delta class* when the child, has to choose the course he is to elect, and in his final year when the choice of a vocation begins to loom large, Heads and Teacher-Counsellors must find the time to give each parent at least one personal interview. At such an interview which should be as friendly as possible, the Head or Teacher-Counsellor will exchange with the parent their knowledge and experience of the child, and their hopes and fears in his regard. The idea behind such a personal meeting should never be to dictate to the parent what his child should do, or should be; it should be to place before him all the relevant facts, and help him to make a personal decision. Personal interviews between school authorities and individual parents of a more delicate type are also necessary in the case of problem, difficult or maladjusted children, for most 'problems' have their origin in the home, or in the school, or in a faulty relationship between the two.

3. Parent-Teacher Associations

Finally, a more formal and continuous type of education of parents with regard to guidance can be made possible by the formation of a Parent-Teacher Association in every school through which staff and parents meet together fairly regularly to discuss mutual problems and pool their knowledge and experiences concerning the children who are their common responsibility. Such P.T.A.'s which do excellent work in England and America, if conducted along the right lines, can be a very effective force in the education of both the parents and of the teachers.

These, then, are some of the ways by which the education of parents in their guidance duties and responsibilities can be accomplished. Effectively used and co-ordinated they will do much towards making the public at large, and especially that vitally important section of it which consists of parents and guardians, guidance conscious, thus enabling them, in close co-operation with the school, to play an effective and healthy role in shaping the future of their children.

The Guidance Committee

(a) Composition of the Guidance Committee

It is necessary to set up in every educational institution a special administrative organisation or structure to which will be entrusted the responsibility of organising guidance activities in the institution. This may be called the School, College or University Guidance Committee. Since this organisation should form part of the general administrative structure of the educational institution in which it has been set up, the Head of the institution should function as its chairman. Further, as guidance involves team work among all members of the staff of the institution, there should be suitable representation of the teaching staff on the Committee. Again, parents have to play a very important role in guidance, even in the case of College and University students. Parents indeed represent a special view-point which should receive due consideration in planning guidance activities, and as many of the parents may hold key positions in society they will be in a position to help guidance in different ways, (other than as parents), if they can be made to be sufficiently interested in it. Hence adequate representation of parents is a must, not only on School Guidance Committees but also on College and University Guidance Committees. Representatives of the leading industries of the neighbourhood and professional training ins-

titutions should also find a place in the Guidance Committees which will have to work in close co-operation with them. Representation for industries and professional training institutions is more important in case of Colleges and Universities than in case of Schools as the former have to work in closer co-operation with them than the latter. The guidance specialist of the educational institution should hold a key place on the Guidance Committee as a professional expert and as the person who has to shoulder direct responsibility for the success of its work ; it is therefore suggested that he should act as the Secretary of the Guidance Committee. In accordance with sound democratic principles it is felt that representative of the students should also sit on the Guidance Committee for even school students, (young though they may be), are able to shoulder responsibility when it is offered to them. Further they have a right to be consulted and to directly participate in every important decision taken in regard to them. This is especially true in regard to students in colleges and universities. Student-membership of the Guidance Committee will certainly generate more trust and confidence among students regarding their teachers and guardians and greater enthusiasm in regard to his work of the Guidance Committee on the part of the students.

Nothing can be categorically said about the number of representatives of each of the categories of the members (parents, teachers, students etc.) on the School Guidance Committee. This decision may be taken by the Chairman of the School Guidance Committee in view of the situation existing in his institution and in the locality. For example, if there is no professional training institution or no industry near about the educational institution, the question of their representation may not arise.

(b) Composition of the College or University Guidance Committee

The composition of a College or University Guidance committee may be slightly different. For example, in case of a University, the Proctor, the Deans of the Faculties should be ex-officio members of the University Guidance Committee. In case of Colleges, the heads of the different Departments may also be ex-officio members.

(c) Functions of the Guidance Committee

The principal function of the Guidance Committee is to plan

the entire range of the guidance activities in the institution. All major policy decisions regarding guidance activities in the institution will be taken by the Guidance Committee which will be responsible for their implementation. The Guidance Committee may meet before the beginning of the academic session, and plan guidance activities for the ensuing term or semester. The Guidance specialist as the Secretary of the Guidance Committee should present a detailed plan of guidance work to be carried on during the quarter for the approval of the Committee. The plan should be detailed enough to include the approximate time for which an activity is to be carried on and the names of the persons responsible for carrying on the activity. The acceptance of this plan by the Committee will give the guidance specialist the necessary authority to execute the planned activities in co-operation with the other persons who have been and directly responsible for the execution. For example, if Cumulative Record Cards of pupils are to be maintained by the different Class teachers it is only by virtue of the authority of the Guidance Committee that the Counsellor can ensure by supervision and assistance that the work is done properly. All controversial decisions on guidance matters should be considered by the Guidance Committee. For example, the Guidance Committee should directly supervise the selection of subjects by students after admission to College or the allocation of pupils to streams on promotion to Class IX.

(d) *Frequency of the meetings of the Guidance Committee*

To do to work effectively, besides meeting at the beginning of every quarter, the Guidance Committee should meet wherever important guidance decisions are to be taken by the institution. For example, in a College the Guidance Committee should meet on the issue of the selection of subjects, after the admissions have been finalised; the Guidance Committee, should also meet at the time of class promotion, hence it may be expected that the Guidance Committee would meet five or six times in an academic session. Under the supervision and control of the School Guidance Committee the following guidance services should be developed in every educational institution.

Services to be offered by the guidance service in an educational institution

1. Record Maintenance Service

It is necessary that proper individual records (Cumulative) concerning all aspects of the development of the pupil should be maintained in all educational institutions. Such records are essential so that they can offer effective educational and vocational guidance to their students.

2. Information Service

Every educational institution having a guidance service should offer accurate and up-to-date information on courses and careers to pupils. The students' educational and vocational choices should be based on such information. At the national level the collection of vocational information from original sources should be the responsibility of the Directorate of National Employment Service. The Central and State Guidance Bureaux should undertake the task of collecting and tabulating educational information from original sources. The Information Service functioning in an educational institution should undertake the task of disseminating such vocational and educational information through different methods among the students and their parents and guardians.

3. Interest and Ability Development Service

The special interests and abilities of the students provide guide-lines in offering educational and vocational guidance. But such special abilities and interests may lie dormant in students, unless educational institutions offer special facilities for their development. Accordingly educational institutions should provide a diversified activities through hobby clubs, social science, work experience and other ways as to stimulate and develop special interests and abilities lying dormant in their students.

4. Individual Counselling Service

Individual help should be offered to every student when such help is needed by them. Such help is specially required by students suffering from educational backwardness or from psychological problems; unless such help is offered in time, such students will not be able to make the best use of their attain-

ments and abilities for success in their education or their chosen vocation.

5. Placement Service

The Guidance Service should not only provide counselling to students in regard to the educational courses and the vocations, best suited to them, but should also try to place them in such courses of vocation. In order to discharge this function Guidance Service may co-operate with the Employment Agencies and the Professional Training Institutions etc.

6. Evaluation and Follow-up Service

Evaluation and follow up work is also a major responsibility of every good guidance service. It should try to keep in contact with the students at least for some time after they have left the educational institution. By maintaining such active contacts a guidance service will be able to evaluate the effectiveness of the guidance offered and to help the students to make the difficult transition from school or college to work as smooth as possible.

7. Co-ordinate Service

Successful guidance is possible only through proper co-ordination of the services of different agencies, such as home, community and other guidance agencies (State and Regional Bureaux etc.). Hence the guidance service in an educational institution should specially devote itself to co-ordination work.

8. Research and In-Service Training Service

Research and in-service training are vitally required to preserve the efficiency of a guidance service. There is no doubt that these are the special responsibility of the State and Regional Bureaux. Nevertheless the guidance service in an educational institution should co-operate with them in the work for without such grass roots co-operation they will not be able to accomplish much.

9. Service for Arranging Residence and Financial Assistance to students.

This service is specially important in Colleges and Universities. A large number of students in these institutions who

come from Mofussil and rural areas sadly need help and guidance in securing suitable accommodation. Many of the students are also poor and may have to earn through tuitions and other work in order to meet their expenses and pay the way through College. The guidance service should help them to do so.

10. Foreign Study Service

This is a service which should be offered by Guidance Services in all Universities. Quite a few Indian students proceed for higher studies abroad after their graduation. These students need different kinds of information and assistance so that their study abroad may be really fruitful.

The function of a guidance service in an educational institution may also be regarded from the point of view of the problems of the pupils which it seeks to solve.

Guidance and Personal Counselling

(a) Problem of educational retardation : If a pupil achievement falls short of his potentialities, the guidance service should come to his help. Special attention should be given if the pupil's retardation is in subjects which are particularly relevant to his future course of studies, or the vocation for which he may be otherwise best suited. For example, when the number ability of a pupil is high, when he has marked scientific interests, and when his marks in general science are also good, he should be given special help if he is retarded in Arithmetic or Algebra so that he may not be precluded from taking the science or technical course in future. Educational and vocational guidance cannot be effective without treatment of educational retardation.

(b) Problem of Adjustment : The guidance service of a school must help the individual child in partially or totally solving his emotional problems and in adjusting himself properly to the school and the family. This is essential for effective functioning in any field. Educational retardation and emotional problems go hand in hand ; one cannot be treated apart from the other. Further, it is possible that a pupil otherwise suited for a particular course of study or vocation may not be able to pursue it because of the development of certain undesirable personality traits (e.g. a pupil may not succeed in a medical course because of extreme nervousness or because of a phobia against his dead). Educational and vocational guidance should therefore where necessary also endeavour-

our to suppress undesirable traits and develop desirable personality traits in pupils.

(c) Problem of Developing the Right image of One self. A guidance service must assist every pupil to have better ideas about his own abilities and achievements, in terms of the course of studies or vocation he wishes to take. We generally tend to overestimate or underestimate our own abilities and achievements; standardised tests are therefore necessary to help us to make a more precise appraisal of ourselves in terms of the group to which we belong. Moreover objective analysis of the different courses of studies and vocations has been made in terms of abilities and achievements. Scientific appraisal of oneself on the one hand, and of the requirements of different courses and vocations on the other, is a necessity for making a wise choice and should constitute an essential pre-requisite to any educational and vocational guidance.

(d) Problem of getting up-to-date Information in regard to Courses and Career the school guidance service must help every student to acquire necessary information for making choices in regard to courses and careers. In modern times courses and careers are so numerous that it is extremely difficult to know about them all. Information about various courses and careers must therefore be systematically disseminated to the pupils through different methods, for they cannot be expected to learn much about them from the ordinary course of schooling and living in the society, and, without such information, it will not be possible for them to choose courses and careers wisely.

Problem of Placement

(e) Finally a school guidance service should, in co-operation with parents, training institutions, employers and others, assist as many pupils as possible to be admitted to their chosen line of study or work. The guidance workers should discuss this important matter with the parents, and he should also try to put the pupil into contact with proper institutions or proper organisations for the realization of his ambition.

Maintenance of Cumulative Record Card

Having delineated the services to be developed and discussed the problems which guidance service in an educational institution should attempt to solve, we will list the activities which it may undertake to achieve its ends. The most important activity of the Record Maintenance Service is to maintain a

Cumulative Record Card for every student from the day of his admission to an institution till the day he leaves it, and even after. This has to be a comprehensive record of the student based on evaluation according to scientific methods. Details regarding Cumulative Record Cards and the proper method of maintaining them are dealt with in a separate chapter.

Collection of Home Information

A second important activity of the Record Maintenance Service would be to collect relevant Home Information of the students. Information about the income and educational background of the parents of the students is required for offering guidance to them; parental aspirations regarding the future education and vocation of the student are also very important for proper guidance. Manifestations of the students' personality traits and interests in the home also have to be considered as these may be different from those manifested at school. The home relationships and the home environment of the student also make significant contributions to his mental health and social performance. Moreover vital information about the student's companions outside the school may be gathered through the home.

Home information is no less important where College and University students are concerned though such students may appear to be less dependent on the home. In actual fact, especially in our country, the greater majority of them continue to be economically and emotionally dependent on their homes, though they may be living far away from them.

Collecting Home Information by Post

It would be desirable to collect home information by actual home visits, but this does not appear to be possible under existing circumstances. Many College and University students may come from far off places; this may also be true of some students in schools. Moreover even though parents may not be living very far from the educational institution in which their wards are studying, it is hardly likely that teachers will find the time for home visits, particularly at a time convenient to the parents. Now many parents welcome such visits. Hence attempts will have to be made to collect relevant information from the parents through the post. We may develop a Parental Inventory through which written answers from parents, serving guidance requirements, may be collected

from parents. The type of Inventory which may be developed for this purpose will be discussed in a later chapter.

Making personal contact with parents

It must however be emphasised here that it is essential for the guidance service in educational institutions to make every effort to establish personal contact with parents or guardians. Postal contacts will be meaningful only if they are preceded and followed up by personal contacts; even parents living at a distance may suitably be motivated to take the trouble to visit the institutions once or twice in a year on special occasions. Parents Conferences should be organised on such occasions to make face to face contacts with the parents. Further, whenever a parent comes to the College, for any reason, the guidance specialist should take the opportunity of meeting him personally, not so much for any specific business but to make his acquaintance and establish a face to face relationship.

Dissemination of information—different methods

One of the important tasks of the Guidance Information Service will be to collect information on courses and careers and to develop an "Occupational Information Library". The details of this work will be discussed in a later chapter.

The same service should be concerned with the dissemination of such information among parents and students. This dissemination of information should reorient the parents and students by endeavouring to modify undesirable attitudes towards scientific guidance work and developing in them desirable attitudes towards this new initiative. For this purpose, the Guidance Service should organise Career conferences and Guidance Exhibitions for both parents and students should also be organised with the same purpose in view. Guidance excursions, debate, symposia, discussions etc. on problems of guidance are some of the other methods for dissemination of guidance information. Further details of these methods will be given in a subsequent chapter.

Necessity for developing Interest and special abilities

The fundamental task of the Interest and Ability Development Service is to run Hobby Clubs. Through these clubs opportunities should be provided for discovering the abilities of the students.

Interests and special abilities lie dormant in human beings

unless they get opportunities for development. The discovery and nurture of individual interests and abilities of students assumes special significance in Multipurpose schools as their interests and special abilities have to be located fairly early in life in order that students can be offered aptitude guidance in the selection of their elective stream on promotion to Class IX.

What is a Hobby?

It is the responsibility of the Guidance Service in every school to run Hobby Clubs. A Hobby is an activity which is undertaken for sheer pleasure. Such an activity is undertaken without expectation of any tangible reward nor to avoid any punishment. Work undertaken in pursuit of a hobby is its own reward. Almost any kind of work may be a hobby. Again one man's hobby may be another man's work. For example, reading may be a hobby of a business man while it may be work to a school boy. In case of the former, reading is undertaken for the sake of the pleasure derived from it; in case of the latter, reading may be undertaken with the desire for passing the examination or to avoid punishment from the teacher. Almost any thing can be a hobby to some individual or the other. Hobbies may be games or sports, music or drawing, reading, writing, experimentation etc.

Curricular hobbies

From the point of view of an educational institution, we may classify hobbies into curricular and non-curricular hobbies. Curricular hobbies are those hobbies which are related to the academic life of the educational institution. For example, collections of historical relics (History), Quotations from literature (Literature), undertaking universal scientific experiments (Science) may be considered as curricular hobbies. This work may have no direct relation to the class-work or examination, but they do contribute to the improvement in the curricular work of the school. Such activities may be considered as curricular hobbies. Where schools are concerned, it is desirable to organise curricular hobby clubs with a view to the development of curricular interests and special abilities required for the pursuit of curricular subjects so as to facilitate the choice of streams or promotion to Class IX.

Hobby Clubs for Multipurpose school

School hobby clubs may therefore be named after the elective

streams available in the Multipurpose Schools. It means that the schools may start Literary, Scientific, Commercial, Aesthetic, Agricultural and other such hobby clubs. In case of a Multipurpose school, if it is not practicable to start hobby clubs for all the seven streams, it should start hobby clubs at least for the streams available in it.

Time for hobby club work

The organisation and running of hobby clubs in schools creates certain administrative problems. In view of the difficulty in sparing time in the Time-Table for such activities they are usually assigned a time outside the Time-Table. But this is not desirable. When students are hungry and tired, they cannot develop a living interest in the work involved in pursuing the hobbies of their choice and will only willingly do the work if they have already developed a very great interest in it. Again, teachers who are expected to serve as the leaders of the hobby clubs cannot be expected to shoulder the additional responsibility with pleasure if they have to undertake it outside school hours. Besides the attitude underlying the relegation of hobby club work to an inferior position is neither desirable nor justifiable on principle. It is therefore suggested that hobby clubs should function within the school Time-Table. Considering the demands on the Time-Table from various quarters, it is suggested, that two consecutive periods a week on any convenient day may be devoted to hobby club work. This allocation of time is obviously inadequate, but it is expected that hobby club work will also be carried on by the students at home during their leisure hours, and perhaps even on the school weekly holiday.

Accommodation for the hobby clubs

Accommodation for the meetings of the hobby clubs may also present a problem to the school. This may be solved by holding meetings of the hobby clubs in ordinary class rooms. The class rooms used for such meetings may be provided with Almirahs in which the materials for the hobby clubs concerned may be stored; the walls of the rooms may have running wooden panels so that the necessary atmosphere for the hobby clubs may be creating by appropriate and stimulating wall displays.

Organisation of the hobby clubs

Specialist subject teachers in the school may serve as sponsors of the hobby clubs. Every hobby club should have two sections one for student from Classes VI to VIII and the other for those of IX to XI. This division is necessary because of the difference in the maturity of the students of the Junior Secondary section and those of the Higher Secondary Section. If the membership of a hobby club for a particular section becomes too large, that club may be divided into sub-sections. It may not be convenient to have more than 50 students as members of a hobby club. For example if about 80 students from Classes VI to VIII opt for the Science hobby club, it may be convenient to divide the Junior section (Classes VI to VIII) of the science hobby club of the school into two sub-sections with 40 members in each. Students may be permitted to choose the hobby club or clubs they wish to join. If it is felt that particular students are making a very wrong choice, they may be counselled, but should never be forced in regard to their choice. Students may have the chance of changing their hobby clubs, if after due trial they do not find the activities sufficiently interesting.

Types of Activities for the Hobby Clubs

The activities of the hobby clubs should be conducted in accordance with the spontaneous interests of the members which will be different in different hobby clubs. There is however a broad pattern of important activities which may be usefully developed in almost all hobby clubs. This is outlined below.

Scrap Book

The maintenance of Scrap Books is regarded as one of the common types of activity for all hobby clubs. Members may collect pictures, quotations, interesting information, biographies of important personalities in the field and the like in their Scrap Book. To stimulate the collection work, the school may purchase old pictorial magazines of different kinds from where the pictures may be collected. Work in connection with the Scrap Book may be done at home, outside the school hours. But in the weekly period for the hobby club, the teacher can supervise whether the work is being done properly. Students may be encouraged to maintain good Scrap Books by allowing them to read from and display the book, before the class.

There may be exhibitions of these Scrap Books from time to time.

Question Box

All hobby clubs may also carry on what may be termed the "Question Box Activity". The hobby room may be provided with a box in which written questions in regard to the hobby concerned may be placed. A different group of members from the hobby club may be placed weekly in charge of collecting and editing the questions. This group should also find out the answers to the questions. This work would also be carried on outside school hours. The group for the week should read out the edited questions along with their answers at the weekly meetings of the hobby clubs. The most interesting questions and their answers may be taken down by the members in their scrap book, which may contain a separate section, called the "Question-Answer Section".

Library reading

Library reading is another suggested activity for all hobby clubs. Every club should have a small library of its own, with a sufficient number of books to go round the members. Books relevant to the hobby may be taken out from the General Library and placed in the hobby club. It would be permissible to borrow books during the weekly session of the hobby club. Every member of the club should maintain a Library Reading Exercise book in which he writes down the name of the book and that of the author; whether he enjoyed or did not enjoy the book, and the reasons thereof may also be written down. He may preserve either in this book or in the Scrap Book, any quotation which interests him. He may also summarise any thing found interesting in the book. In the weekly session of the hobby club, members may read out from their Library Reading Exercise book. It is expected that such Library reading will be carried on at home for the most part.

Projects

Besides the above activities, every hobby club should have a major "Project" on hand or a related group of minor projects. These projects should be selected on the basis of the spontaneous interest of the members. It may be preparation of certain models, undertaking of certain scenes, excursions

and the like. The project will be planned in the hobby club sessions ; some of the sessions may also be devoted to its execution. But members should be expected to do some of the work connected with it, outside school hours.

Individual Counselling

Individual counselling should be considered the most important responsibility of an Educational Guidance Service. Every individual student should be helped to make a scientific appraisal of his potentialities, attainments and personality traits, strengths and weaknesses in reference to the courses and vocations available in society, so that he may be able to make the best possible individual choice among them. Whenever the students are required to make any crucial decision in regard to the choice of courses or careers they should be met and counselled individually. In schools, the delta class (Class VIII) and the school leaving class (Class X or XI) are the most important years for the students in general from the guidance point of view. In colleges and universities, the admission and leaving years are equally important for guidance purposes. It is necessary that students of these years should be counselled individually.

Collection of additional data

For this purpose, the Counselling Service may have to collect some special data in regard to the students, over and above that collected by the Recording Service. For example, the Counselling Service may have to administer tests of Intelligence and special abilities, if it has not been done by the Recording Service.

Guidance Schedule

The Guidance Service should also summarise all collected data about the counselee in a convenient form (Guidance Schedule) so that this suitability for a particular course or vocation can be gauged at a glance. How this may be done has been discussed in a subsequent chapter. The technique of counselling is also the subject matter of another chapter.

Counselling of Parents

The individual counselling of students may not be always enough, their parents may also have to be counselled. In the

case of students at school, the counselling of parents is more important, because at this stage it is generally the parents who dictate the choice of course or vocation. Generally students and his parents may be counselled together. It may not be possible to meet every parent, but special efforts should be made to meet the parents and students who present any special difficulty in regard to guidance. This also applies to the parents of College students.

Keeping contact with Employing Agencies

The principal task of the Placement Service should be to keep contact with the employment agencies and the professional training institutions in the neighbourhood. This may be done mainly through correspondence. But if possible, occasional visits would be very helpful. Contact should also be maintained with the nearest Unit of the National Employment Service.

Keeping contact with the ex-Counsellor

The follow-up work of a Guidance Service may also be carried on through correspondence. A form with proper heads may be developed for the purpose; this may be filled in by those who have left the educational institution after availing themselves of services offered by its Guidance Section. Occasional conferences with them may not also be ruled out.

Keeping contact with the Regional and State Bureau

The co-ordination work of the Guidance Service in educational institutions should be carried on through correspondence and occasional visits. The special problems of guidance presented by the educational institution should be referred to the Regional Bureau within whose jurisdiction it may be placed. The special types of test materials required by the Guidance Service may be borrowed from the State Bureau directly or through the Regional Bureau. Occasional visits by the guidance personnel of the Service to the Regional and State Bureau would provide inservice training and keep them up-to-date.

Keeping and supplying Guidance data

The Research Service of the Guidance Service, should generally be concerned with more than supplying data concerning

the educational institution to the Regional or State Bureau, such data are accumulated in the Guidance Service in the course of its usual activities. But, if required, the Guidance Service may administer special tests to the students and send the results to the Bureau concerned to be used for research purposes.

Work with the Backward and problem students

The Guidance Service should be especially concerned with the Backward students of the educational institution. At least twice in the year, on the basis of the examinations held in the educational institution, it should draw up a list of backward students and should hold consultation with the teachers concerned with regard to their remedial education. It may also try to run remedial education classes for groups of specially backward students in co-operation with the other members of the staff of the institution. The Guidance Service should also be concerned with students manifesting "undesirable" behaviour. They may be located in consultation with the teachers and on the basis of suitable tests. Remedial measures for them may be planned in consultation with the Regional or the State Bureau. Students who present very special difficulties and maladjustments may be referred to expert agencies for remedial treatment.

In-Service Training of the staff

In service training of the staff of the educational institution having a Guidance Service must be carried on through project oriented staff meetings. Every activity in which the co-operation of the other members of the staff is required may be considered as a project. For example, the staff may have In-service training in the administration of Group Tests of Intelligence for administering the Tests to the students for filling in their cumulative Record Card. If this kind of work is continued, after sometime the staff will be initiated into the major guidance activities which need to be carried on in an educational institution.

Maintenance of Register for Boarding houses and tuition etc.

The Service for arranging residence and financial assistance should maintain an up-to-date register of approved boarding houses etc. along with details of seats and expected expenditure in them. Similarly the Service should maintain an up-

to-date register of tuitions, required part-time employment, stipends etc. which may be available to students.

Collection and dissemination of information in regard to foreign studies—Also individual counselling

The Foreign Study Service should collect detailed and up-to-date information in the field which should be disseminated to students in different ways. There is also the necessity of personally counselling the students who are desirous of going abroad for their studies.

Guidance a continuous process

From the above, it should be evident that guidance is a continuous process, it should begin from the day a student enters the educational institution and not cease even after he has left the institution. Different kinds of guidance activities may receive prominence in different "classes" of the educational institution, but there would not be a single class which would not come within the scope of some guidance activity or the other, at some time or the other.

Guidance activities in classes VI and VII

Take for example the different classes of a Multipurpose school : From the point of view of guidance activities, Classes VI and VII may be considered as a unit. Hobby club activities for the development of interest and abilities of the pupils should be specially carried on in these classes. The maintenance of Cumulative Record Card should proceed systematically from the day of the admission of the pupil to the school. Moreover his general orientation to the educational courses and careers available in the society should be carried on through "Career talks" and other methods of disseminating information, described above. The Guidance Service should also be specially concerned with the backward and the "problem" pupils of these classes. These are the classes, when remedial measures in regard to them should be carried on with the greatest seriousness, so that they may be freed from their difficulties, at least towards the end of their study in Class VIII.

Guidance activities in Class VIII

Class VIII, in guidance language, is called the "Delta class". It is at the end of this class we find the diversified streams

of educational courses ; so this class may be compared to a "delta" as we understand it in geography. The delta class is undoubtedly the most important class in a secondary school for the purpose of educational and vocational guidance. Those who are not suitable to studies in higher secondary school classes, because of lack of abilities and attainments, should be detected at this stage, and, by proper counselling, guided to vocational training institutions of different kinds, such as the Junior Technical Schools, Industrial Training Institutes and the like. Those who are found fit to continue studies in secondary schools, should be carefully guided into the educational stream best suited to them. Scientific screening of the pupils and skillful guidance are therefore the most important problems in this class. For this purpose, the activities begun in Classes VI and VII should be continued in Class VIII. Over and above such activities suitable psychological tests should be administered to all students and home information collected to supplement the information already gathered about them in Cumulative Record Cards. More systematic Career talks, oriented to the immediate necessity of the pupils (i.e. selection of the elective stream or vocational training) should begin to be provided in this class. Every pupil of this class should be personally counselled to developed insight regarding his unique abilities and attainments with reference to the different types of courses available for him to choose from. It will be necessary for the guidance specialist in the educational institution to draw a Guidance Schedule for every student of the class for this purpose so that all information collected about him may be seen at a glance in a profile form. Individual students would be counselled on the basis of these guidance studies.

Guidance activities in Class IX

The Guidance problems of the students of Class IX are slightly different. The selection of courses has already been made. The task of the Guidance Service is now to carry out a close follow up. If any special help is required by any student in order to establish himself in his chosen stream it should be offered with delay ; if any wrong selection of course by any student becomes evident it should be immediately rectified. For this purpose, it is necessary to hold frequent examinations in this class. Giving Career talks and carrying on hobby club activities are less important in this class. But special individual counselling of students requiring special help is very necessary in this class.

Guidance activities in Classes X and XI

Students of Class X have to be gradually prepared for the decisions they have to take at the end of their secondary school career; this preparation would be done through the same type of activities as those undertaken in classes VI and VII. Guidance work in Class XI will be similar to that of Class VII.

Guidance activities in the Pre-University stage

Guidance work in the Pre-University stage, should principally be concerned with counselling the students in regard to the selection of courses available in the College. Students seeking admission to the College from schools having guidance services many join College with full data necessary for guidance purposes; but most of our schools, as yet do not have proper guidance services. In order to treat all the new entrants on an equal footing, the first task of the Guidance Service may be to administer a comprehensive Admission Test. This test should include batteries for testing Intelligence, Special Abilities, Interests, Personality and Attainments in specific scholastic fields. Minimum home information necessary for guidance purposes may be gathered through a Questionnaire from the pupils themselves. With the help of the data thus collected every student seeking admission may be individually counselled. Though they may have passed the School Final Examination, some of them may not be fit for the general higher studies, they may be counselled to take up some vocational course of study or of training. Those students considered fit for admission to the College will have to be helped in regard to the selection of subjects.

New entrants to Colleges also face many problems of adjustments. Many students may have to live away from home for the first time in their life and this may create for them serious problems of adjustment. Change from school to college discipline by itself may be the source of many adjustment problems. The experience of receiving co-education with members of the opposite sex for the first time in life in case of many students may also create problems of adjustment. One of the most important problems facing our young people is the problem of evolving a satisfying philosophy for life, for Indian society at the moment does not offer ready philosophies of life which appeal to young hearts. Most of our young people drift into accepting political philosophies for life and they do not even have a clear understanding of such philo-

sophies. This leads to maladjustment of many kinds in our College students. The College Guidance Service should help the students in the Pre-University class with their problem of adjustment, and should also help them in evolving a healthy philosophy of life.

Helping those Pre-University students who need them to find suitable lodgings, tuitions and other kinds of part-time employment is also an important duty of the College Guidance Service.

The prospect of facing a University examination in the course of their first academic year, may also create many scholastic problems for Pre-University students and the College Guidance Service should come to their help.

In short the Guidance Service should keep personal contact with every student of the Pre-University class.

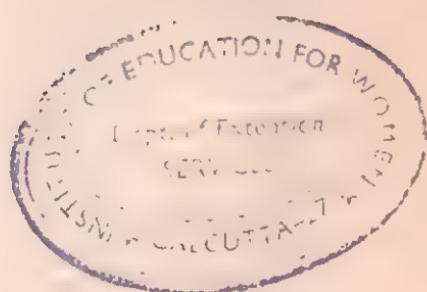
Guidance activities in the First Year Class

More or less, the same kind of guidance work needs to be carried on with the first year students admitted to a degree course in the college. As first year students in the degree class have two years before them before appearing in an University examination; guidance in regard to scholastic backwardness is not so important with them as in case of Pre-University students. But careful follow up of these students in regard to the choice of subjects made by them has to be carried out, if necessary they may be advised a change of subjects within the first six months of their admission. Career talks with an eye to the selection of vocations or higher courses of studies after graduation should also be begun during this year of study. Cumulative Record Cards should also be started for the students; which should be continued for all the three years of their study in the degree course. These Record Cards should be very valuable in offering them guidance at the end of the degree course; the Record Cards should also be valuable documents for the employers to select the right type of persons for their jobs.

Guidance activities in the Second and Third Year Classes

The work of maintaining Cumulative Record Cards and that of giving career talks begun in the first year should be continued during the second year of the degree course. Greater attention may be paid to remedial work with students suffering from scholastic backwardness. The type of guidance work, to be carried on in the third year should more or less

be like those carried on in Class VIII or XI of a higher secondary school. Necessary information about the students are to be collected with a view to give them guidance for selection of vocations or higher courses of study after graduation. If considered necessary psychological tests may be administered to the students. Career talks have to be intensified and home information are to be collected. Every student should be met individually for counselling purposes.



CHAPTER SEVEN

TOWARDS AN EFFECTIVE GUIDANCE SERVICE IN OUR EDUCATIONAL INSTITUTIONS: BASIC GUIDANCE ACTIVITIES

Place of Intelligence Tests in Guidance: The "G" factor theory of Mental Abilities

Among the mental potentialities, Intelligence undoubtedly carries the greatest prestige. It was Binet, the French psychologist, who first devised and used for guidance purposes what we now call Intelligence tests. The purpose of his tests was to single out pupils in the Primary schools in Paris who were mentally deficient or who were not expected to profit by instructions in normal classes. Later Spearman, the British psychologist established a theory of Intelligence with the help of statistical analysis of mental tests scores. He administered a number of tests in different school subjects to students and after analysis of results he found that in all these tests there was a common mental factor working; this was proved by the fact if one did well in the test for one school subject, he also did fairly well in the tests for the other school subjects; the opposite of this statement was also true. This finding led Spearman to believe that in all mental activities, there was a common or "G" factor. Spearman thought it to be the innate all round mental ability which is indicative of success in all activities requiring function mental functioning at a high level. This is called the Intelligence. But though the scores of a student in different school subjects agree largely, they do not agree exactly. This difference in scores was explained by assuming the existence of specific factors in every mental functioning along with the general factor. After the findings of Spearman, the general factor, which is popularly called Intelligence, began to be considered of the greatest importance in offering guidance. It was felt that the amount of intelligence (G), possessed by an individual is indicative of his success in all activities requiring mental functioning at a high level. There are very few activities in civilised societies which do not require mental functioning at a fairly high level.

Importance of the Intelligence in Guidance

The importance of intelligence test-scores in all kinds of guidance work was further ensured by a belief in the constancy

of these scores. It was Terman, who developed the concept of Intelligence quotient (Mental age \times 100). He assumed that

Chronological age

Mental age (intelligence) develops in proportion to Chronological age. This means that if we find the Intelligence Quotient of a boy as 100 at the age of 9, it would remain the same (100) at the age of 16 as well. This belief gave predictive significance to intelligence test-scores. As the intelligence of an individual would remain the same throughout life, by knowing his intelligence now, we should be able to predict his future success in specific types of vocations and educational careers (Engineering, Medicine etc.). This being the case, knowing the intelligence of an individual was considered essential for all guidance activities.

Use of Intelligence Tests in the Army and Industry

In the meantime big employers felt that they could recruit the right man for the right job if the intelligence of the candidates seeking recruitment could be ascertained. In point of historical fact however intelligence testing received a great boost during the two World Wars. Intelligence tests were widely used for the selection of recruits for the various categories of military posts. Educators did not lag behind in utilising intelligence tests for their own purposes. For example, in U.K. intelligence test scores were used (along with other information) for the allocation of pupils to different types of Secondary Schools (Grammar, Technical and Modern) at the age of 11+. It was also felt that failure of pupils to keep up with the class (backwardness) may be largely due to deficiency in intelligence. Intelligence may also be one of the causes of failure of pupils to adjust to their environment, leading to undesirable behaviour. Hence a knowledge of intelligence test scores was also considered necessary for the diagnosis and treatment of backward and maladjusted pupils. In short, Intelligence test scores began to play a prominent role in guidance and selection activities. Indeed intelligence was considered so important in vocational guidance and selection that serious attempts were made to find out the minimum intelligence required for success in different vocations. For example, according to one opinion (Harnell and Harnell), the average intelligence of successful accountants, engineers and teachers should be 125, 125 and 121 respectively, whereas the average intelligence of successful painters, barbers and peasants was 98, 95 and 91 respectively. Fryer classified the vocations into three groups according to the intelligence required by

them in A = Engineer, Clerical and Accountant B = Doctors, Teachers and others C = Cooks, industrial workers and others.

Limitation of Intelligence Tests in Guidance Work

In recent times, the importance of intelligence in guidance matters has been devalued a little because of the emphasis given to special mental abilities. American psychologists in particular are emphasising the importance of Group Factors (Special abilities) in place of the General Factor (Intelligence) in mental functioning. It is believed that instead of a single factor (the G) running through all the mental activities, there are group factors (Special abilities) which are at the root of specialised activities. For examples, it is the mechanical ability and the verbal ability respectively, rather than intelligence, which are responsible for the success of individuals in Engineering and Law. As educational courses (in higher stages) and vocations are specialised, it is felt that measurement of special abilities is vital educational and vocational guidance and selection.

Most psychologists nevertheless still believe that even though special abilities may exist intelligence runs through all of them. Hence intelligence testing is necessary, along with the testing of special abilities, for guidance and selection purposes.

Here a note of warning should be sounded on the over dependence on Mental measurement scores in guidance. This is necessary because in our country many guidance workers seem to depend solely on mental measurement scores in offering guidance. Further it should be carefully noted that information about the general intelligence and special abilities of an individual is only one of many kinds of information (e.g. information about attainments, interests, personality traits, family circumstances etc.) required for guidance purposes. Again, though mental tests are the most dependable instruments existing at present for gauging the mental potentialities of individuals, even the best test battery cannot claim immunity from errors of construction. Again, when they are being tested, the testees, for different reasons may not be able to answer the tests to the best of their ability; hence mental test scores may not in all cases present the true picture about the mental potentialities of the testees. Further, Prof. Vernon has conclusively shown that coaching can appreciably effect mental test results so that the results may not present a true picture of real mental potentiality. Finally, guidance is offered on the assumption that mental test scores of an individual will remain constant throughout life. For example, if we find that the Intelli-

gence Quotient of a boy at the age of 13 is 100, we would have to assume it will remain the same at the age of 17 and even later, otherwise, we cannot predict his success or failure in a future or a vocation on the basis of Intelligence test score recorded at the age of 13. But many psychologists have shown that, for more reasons than one, mental ability may not always remain as constant as we would like them to remain for guidance purposes. Accordingly we should never presume that guidance can be given merely on the basis of mental tests. The cumulative effect of environment, as exemplified by the family background, economic and social status and the vocational ambitions of parents and children are as important factors in educational and vocational guidance as mental abilities (including intelligence).

Allowing a Margin of Error in Interpretation of Intelligence Test Results

Despite the limitations of mental tests outlined above, we should not minimise the importance of mental testing in guidance work. Inspite of all their limitations, mental tests are still considered the best single method of appraising the mental abilities of individuals. Provided we allow for a reasonable margin of probable error which may creep in, we may not be for wrong in our predictions.

Construction of Intelligence Tests

A brief discussion concerning the actual construction of Intelligence test may be helpful to guidance workers to enable them to understand their nature; this understanding will help them in the selection of proper types of tests for their work.

Nature of Intelligence

It should have been evident from the discussion above that all psychologists are not agreed as to the precise nature of intelligence; in actual fact intelligence has been defined in different ways by different psychologists. But this difference in definition need not create any practical difficulty for an intelligence test constructor, because the various definitions do not present fundamentally different concepts but rather differences of emphasis and approaches. Some well known definitions of intelligence are quoted below for illustration.

"Intelligence is relational thinking" (Spearman).

"An individual is intelligent in proportion as he is able to

carry on abstract thinking (Terman)—the appreciation and management of relations is a very important feature of intelligence" (Thorndike).

"Intelligence is the capacity to profit by experience" (Dearborn).

"Intelligence is general capacity of an individual consciously to adjust his thinking to new requirements" (Stern).

"Intelligence is the application of intellectual abilities in handling a situation or accomplishing any task" (Woodworth).

"Intelligence has three characteristics of the thought process, namely, that it, (i) tends to maintain and take a definite direction, (ii) has a capacity to make adaptations for the purpose of attaining a desired end, and (iii) has the power of autocriticism" (Binet).

Considering the various definitions given above the intelligence test constructor should have no difficulty in coming to the conclusion that for all practical purposes. Intelligence can be taken as relational thinking or the capacity to learn. Hence the Intelligence test constructor will devise problems which require the recognition of different kinds of relationships, such as classification, analogy etc. for their solution.

Types of Problems set in Intelligence Tests

A few types of problems set in Intelligence tests are given below to serve as illustration.

(1) *Classification*: Underline the word which is dissimilar to the others (a) Man, Monkey, Snake, Cow, Tiger (b) Honesty, Beauty, Truthfulness, Perseverance, Dignity.

(2) *Analogy*: Fill in the blank: (a) Bow is to arrow, can-
non is to... (bullet).

(b) Father is to son, teacher is to... (pupil).

(3) *Inference*: Answer the questions at the blank space provided.

(a) Maya has a brother named Pashupati, a sister named Tripti and a nephew named Vaskar. Name Tripti's brother...

(b) Three boys are sitting in the same row. Jadu at the right of Ram, Ram at right of Shyam. Of Jadu Ram and Shyam who is at the centre?... (Ram).

Such problems in relational thinking can be presented through the media of words, number and diagrams. e.g.

(i) *Classification* (in number): Underline the number which is dissimilar to others (a) 10, 300, 50, 200, 85. (b) 4, 16, 32, 14.

Classification (in diagram): Underline the figure which is dissimilar to others: (a) Four right-angles, drawn in different

manner and an acute angle. (b) Triangle, circle, square, one hexagon and an incomplete triangle.

(ii) *Analogy* (in number): Fill in the blank: (a) $\frac{1}{2}$ is to $\frac{1}{3}$, $\frac{1}{4}$ is to...

(b) 3 is to 27, 6 is to...

(iii) *Inference* (in number): (a) Ram finished half of a piece of work, Hari did half of the remainder. How much of the work is left to be done? (b) The price of a chair and a table is Rs. 28. The price of the table three times that of the chair. What is the price of the chair?

It has been found that the capacity to carry out relational thinking in one or the other of these media significantly differs from individual to individual. In a balanced intelligence test, therefore, all three media are utilised for presenting the problems. In America, questions on each are considered tests for independent factors, verbal, numerical and special. In the case of non-verbal tests (pictorial), all the different types of problems are presented through pictures. In the case of performance tests, the sampling of different kinds of relational thinking cannot be so clear-cut, whatever kinds of relational thinking are intended to be presented have to be involved in the same performance (e.g. making of a design with the help of wooden coloured blocks).

Intelligence tests may be of different kinds. They may be administered either to individuals separately or to a group together. The tests may require answers that take the form of actual performance or of written replies. Again, the problems in the test may be presented through word, number, picture and diagram symbols. Different names are given to tests of different kinds.

Verbal Tests

When Intelligence test problems are presented through word symbols, the test is called a Verbal Test of Intelligence. For example, we may ask testees to find which of the following words is dissimilar to the others: Honesty, Perseverance, Truthfulness and Beauty. This is a classification test expressed in word symbols. The relationship of similarity has to be found out to answer the question. It is believed that Verbal tests of Intelligence can predict educability better than non-Verbal tests. But Verbal tests cannot be applied with advantage to subjects who have not developed sufficient skills in reading and writing, and they cannot be applied at all to children and adults who are not literate. Moreover the intelligence of subjects speaking different languages cannot be

measured by the same test; hence they cannot be compared in regard to intelligence. Inspite of these defects verbal tests of intelligence are preferred in educational institutions where the same language is the medium of instructions, as they are considered good measures of educability.

Mixed Tests

There are some psychologists today who believe that there are at least three group factors involved in what we call General Intelligence. They are the Verbal, Number and Spatial factors. As such, a test of General Intelligence may consist of problems, presented in verbal, number and spatial symbols (i.e. words, numbers and diagrams). For example the classification test may be presented in verbal, number and spatial symbols.

But it has not been proved that mixed tests are better than other types of Intelligence tests.

Non-Verbal Tests

Non-Verbal tests are usually presented through picture-diagrams, mazes etc. also fall under this category. Non-verbal tests are specially suited to children who are easily attracted by pictures and who cannot read and write. Attempts have been made to develop picture-test of intelligence of children from the age of 3. Non-verbal tests can also be administered to adult illiterates. It is claimed these tests are culture-free but this claim cannot be substantiated. However intelligence tests may be presented in picture-symbols (horses, cows etc.). They can therefore be used in comparing the intelligence of one natural group with that of another. In India, where we speak so many languages, it is necessary to develop non-verbal tests which can be applied on a nation-wide scale. But, it is seriously doubted whether non-verbal tests (particularly pictorial tests) can test intelligence as effectively as is done by verbal tests.

Performance Tests

There are intelligence tests in which the subjects are asked to actually perform a task, instead of giving their responses through paper and pencil. For example, the picture of a horse may be cut into pieces and the children may be asked to

assemble them to make a horse. Again a few coloured blocks may be given to the subjects and they may be asked to make designs (as given) with their help. Performance tests have a greater appeal to children, who prefer activity, to reading and writing, hence these tests are more suitable for younger children than paper and pencil tests. They can also be administered to subjects speaking different languages. But their capacity to predict academic success is questioned by many psychologists, and hence performance tests are considered more useful in predicting success in practical activities. Again performance tests cannot be administered to a large group at the same time, they have to be administered individually or in small groups. The administrator of the test also requires to be specially trained for the purpose, as the administration by interpretation of the results of performance tests present special difficulties.

Individual Tests

Individual tests are usually administered orally to one child at a time. The child responds orally or by making an answer or a performance. The Binet-Siman test is an Individual Test of Intelligence. Individual tests are specially suitable to children and persons suffering from mental abnormalities. But the administration of these tests is so time-consuming that they cannot be utilised in our educational institutions where we have to deal with large numbers.

Group Tests

Group tests are usually paper-pencil tests—the test is presented in paper and answer is given by writing or ticking. Group tests may be presented in words, pictures or diagrams. They are called group tests as they can be administered to a large group at a time. Group tests are specially suitable for educational institutions because of the large numbers to be tested at a time.

Criteria for Selection of Tests for Use in Schools

A guidance worker is not expected to construct the test which he may have to use. Test construction is the job of a specialist and it requires much time and labour. The guidance worker will have to select tests for administration from those available to him. In India, he may not have much scope for selection, as the number of tests available to the guidance

worker may not be many. None-the-less, it may be profitable to discuss some of the criteria for the selection of tests by guidance workers :—

1. The test should have been tried out previously on representative samples of the group for which it is meant. For example, a test which is meant to be applied to pupils of class VIII in West Bengal schools, should be previously tried out on a cross section of pupils representative of class VIII pupils, (both boys and girls) in the State. It should be specially noted that, a test which may yield good results with a certain group of pupils in one country, may not work well with similar groups of pupils in another country because of the differences in socio-economic and cultural conditions. Hence, a foreign test should not be applied without trying it out on a representative sample of the group to which it is to be applied, even, a test standardised in one State in India should be cautiously used in another State.

2. The try-out of the test should yield evidence about the reliability. A measuring instrument (e.g. a scale or a tape) is considered reliable when it yields the same result in measuring the same object at different times. In case of a mental test, if the same result is arrived at by testing and retesting within short intervals, we can call the test reliable. The reliability of the test should be established, while it is being tried out.

3. Since the object measured by mental tests cannot be directly seen by us, its measurement has necessarily to be indirect. We measure the object through behaviour which is considered to be its outward manifestation. Hence, it is important to ensure that the behaviour through which the object is being measured is truly its outward manifestations. In short it is necessary that the test should measure what it professes to measure, this is called the validity of the test. For example, if a test professes to measure intelligence, it should not include items (behaviour) which measure knowledge of the language. This means that the language of the test should be so simple that it can be followed easily by almost the entire group to whom the test is to be administered. The validity of the test should also be established during the try-out process. There are different ways by which the validity of a mental test may be established. For example, every test item may be compared to the test as a whole, the score of the try-out group in the test as a whole is compared to its score in every item. It is found that those who have scored high in the test as a whole have also scored high in an individual item, and if the opposite of this is also found true, the item concerned may be considered valid i.e. it measures what it

professes to measure. If the validity of every item in the test can be proved in this manner, the test battery as a whole may be considered as valid. The basic assumption behind this effort to establish the validity of a test is that the test as a whole is testing what it professes to test though all the individual items in it may not be doing so. Evidence of the validity of a mental test may also be gathered by comparing its results with those of other mental tests of proved validity in the field. Different statistical techniques have been developed to find out the validity of mental tests through the above processes.

Every mental test intended for general use, contains literature giving information in regard to the reliability and validity of the test, established by trying-out the test on representative samples. The guidance worker should closely follow the literature and make up his mind, whether it is worthwhile to use the test. He may also have in mind the following additional considerations while selecting a test for use—
 (i) The test should be easy to administer—with little training almost any body should be able to administer it.
 (ii) The test should be short—it should not take a long time to answer the test. A mental test should not be usually more than a hour's duration. (iii) Last of all the test should be easy and quick to score. Many mental tests, now a days, have mechanical scoring devices provided with them. With their help almost any body can score them quickly.

Administration of Tests

A guidance worker is directly involved in the administration of tests. To ensure the best results a test should be administered satisfactorily. Each type of test presents its own difficulty of presentation. In guidance in educational institutions, we are most concerned with the administration of paper-pencil group tests. Other types of tests are not normally used in educational institutions, because of their difficulty to be administered to large groups at the same time. Paper-pencil group tests are easiest of all types of tests to be administered. The following hints may be remembered at the time of the administration of paper-pencil group tests of intelligence.

1. Paper-pencil group tests are usually self-administering tests i.e. they are given to the testees complete with all instructions. The testees have simply to read the instructions and to proceed to answer the questions; nothing has to be explained by the test-administrator. This is done to ensure greater objectivity to the test. Instructions for answering are

included within the try-out procedure. Any change in the instructions is likely to affect the reliability, validity and norms for the test; accordingly the test administrator should avoid making any explanation of the instructions—even though he may sometimes feel that they are defective or not too clear. The administration should be done more or less mechanically, following the instructions given in the test.

2. Most tests have general instructions (besides specific instructions for answering the different items) for the testees. These instructions should be read out loudly and slowly by the administrator, once or twice (according to instructions), the pupils following with the instructions before them. The object is that the general instructions should be brought home to every testee. They may be given opportunities to ask questions at this stage.

3. In answering to questions put by the testees the administrator should only re-read the relevant lines in the instructions, refraining from any explanations or comments (instructions in tests are framed in such a manner that they leave no question unanswered). Explanations of instruction by administrator may destroy the objectivity in the administration of the test.

4. The administrator should give special attention to the sitting arrangements of the testees. They should sit sufficiently apart so as to obviate any chance of copying. At the same time, they should have fairly comfortable seats (e.g. squatting on floor without any writing stand should be avoided).

5. The administrator must ensure that the testees have the requisite writing materials. After the test has started, it is not unusual to find that some have forgotten their writing materials, while others may run short of ink in the middle of the test; these situations must be avoided.

6. At the time of the distribution of the test-scripts, the testees should again be warned not to open the scripts before instructed to do so. Some amount of supervision to ensure compliance with the direction may also be needed.

7. Supervision while the pupils are filling in the spaces in the script left for writing their name etc. is also needed, so that they may not leave out or wrongly fill in anything.

8. When the testees are asked to begin answering the test, the administrator should arrange for supervision to ensure that everybody has opened the right page and is working on the right test.

9. The time allotted to the test should be rigidly adhered to with the help of a stop watch. Supervision is also needed to ensure that the testees stop immediately when they are asked to do so.

10. From practical experience it can be said that in school and college testing a single administrator may effectively supervise a maximum of 20 testees.

Scoring and Interpreting Test Results

Scoring should be done strictly according to instructions given in the 'Scoring Key'. There is no scope for the discretion of the scorer in scoring. The scoring key is also part of the test; any variation from it may affect the reliability and the validity of the test.

Raw scores in any test do not indicate much; scores are mainly symbols to indicate the position of the individual in regard to a particular thing in a particular group. For example, the score of a child in an intelligence test indicates his place in regard to intelligence in the age-group to which he belongs (whether he is average, above average, below average etc.). For example, merely knowing that a child has scored 80 marks in the Intelligence test does not tell us much about the standard of his intelligence as compared with other members of his age-group (most of the children of his age may have scored this mark, or very few may have scored 80; his intelligence may be just average or much above the average). Hence every mental test must have its norms for interpretation of the test scores which would indicate the place of the testees in the group in regard to the mental ability being measured.

Interpretation of Intelligence Tests through the concept of the I.Q.

The place of an individual among other members of his age group, may be determined with the help of a concept called the Intelligence Quotient or I.Q. Intelligence Tests which utilise the concept of the I.Q. for the purpose of the interpretation of its test scores, are tried out to different age groups at the time of standardising it. For example, the test is administered to representative samples of children of 5 years, 6 years, 7 years of age etc. The test items which can be answered correctly by the majority of the children of the different age groups are determined on the basis of this administration. For example, after administration of an Intelligence Test, if it is found that items Nos. 1 to 6, 10, 15, 20 and 21 can be answered by 60 to 70 percent of the children (representative sample) of the age group six, these are considered suitable items for an Intelligence Test battery for the

six years olds. After the try-out, the test items are arranged on the basis of the age groups. This means that test items which can be answered by the majority of the children belonging to the five year age group would be placed first followed by those for six years olds and so on. After the administration of the Intelligence Test, the Mental Age (M.A.) of every testee is determined first. This is done by reference to the age group, the tests meant for whom could be answered by the testee. For example, the Mental Age of a child may be determined as 10, if he succeeds in answering the test items which had been found suitable to the 10 year olds. After determining the Mental Age of the testees, his Intelligence Quotient is determined with the help of the following formula : M.A.

$C.A. \times 100$. Hence M.A. stands for Mental Age and C.A. stands for Chronological Age and 100 stands for the amount of intelligence which could be expected of an individual who is regarded as "Average" in intelligence in his age group. Take for example, the following cases of children—

$$(i) \text{ M.A.} = 12, \text{ C.A.} = 10; \text{ I.Q.} = \frac{\text{M.A.} = 12}{\text{C.A.} = 10} \times 10 \quad (\text{I.Q.} \\ \text{of the average child}) = 120$$

$$(ii) \text{ M.A.} = 8, \text{ C.A.} = 10; \text{ I.Q.} = \frac{8}{10} \times 10 = 80$$

In the above example, the Intelligence of the first child is 20 points above the average, while that of the latter is 20 points below the average.

The basic assumption underlying the interpretation of Intelligence test scores through the concept of the I.Q. is that Intelligence increases proportionately to the increase of age and that inspite of the increase in age, Intelligence Quotient remains constant. For example, in case of the first child (refer to the example given before), his M.A. should be 18 when he becomes 15 years old, so that his I.Q. would remain

$$120 \text{ i.e. } \frac{18}{15} \times 100 = 120.$$

Interpretation through Percentile Ranks

But the latest studies in the field of the growth and development have convinced us that though Intelligence may grow with age, the growth may not be proportionate and that the I.Q. may not always remain constant. Moreover in India, it is almost impossible to develop Intelligence tests on the basis of age groups, as the correct age of the children is not avail-

able (before birth registration is made compulsory). In India, we may construct Intelligence tests on the basis of the academic grades of the children and Intelligence Test scores may be interpreted on the basis of the percentile ranks. This would mean that after try-out on a representative sample of the pupils of a particular grade, every score would be assigned a rank in terms of percentage. For example, if a pupil scores 40 in the Intelligence test and if it is found that 50 p.c. of the pupils of the grade have also scored 40 in the test, the score 40 would be given the percentile rank of 50. This would mean that the pupils who have scored 40 in the test, may be considered of average intelligence.

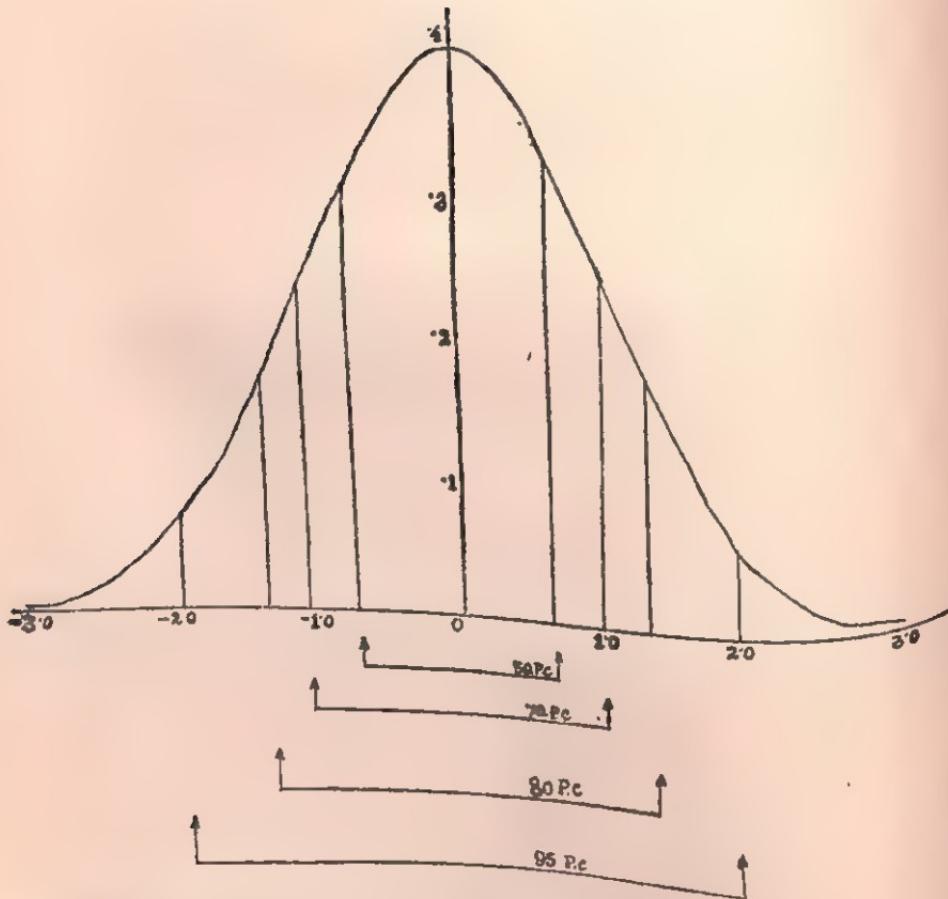
Interpretation through normal curve

Intelligence test scores may also be interpreted by reducing them to standard scores. This may be done by the reference to the "Normal Probability Curve". It has been found by the administration of different kinds of tests that all human abilities, traits and attainments are usually "normally distributed". This means that the majority of any presentative sample of population would receive the middle score (average) in regard to intelligence and a few would get low and a few would get high scores; the distribution of scores in a normal probability curve would be from the poorest to the best, with the majority being average. The distribution of the scores in the curve is given below.

The scores of an Intelligence test may be reduced to standard scores with the help of a formula derived from the normal probability curve. The standard score would indicate the place of a raw score in the normal probability curve and would thus indicate whether the intelligence of the individual who has scored the score is average, above average below average in intelligence.

Knowing the relative place of an individual in regard to a particular mental ability is not enough for a guidance worker. He must also know the amount of the ability needed for success in a particular course or job, before he is in a position to advise a child to take this or that course or job on the basis of his mental ability. For example, by administering an intelligence test, we may determine that a child possesses average intelligence; but until we know whether average intelligence is adequate for success in the science course, we cannot say anything about the advisability of his taking the science course. The more advanced countries, through follow-up work, have developed the criteria necessary for success (in

NORMAL CURVE



regard to mental abilities) in different courses and jobs. We have to work out such criteria for our country as well. Foreign criteria cannot be useful in our country as the tests are not the same and as the courses and jobs are not also exactly similar. Before such criteria are developed Intelligence test results cannot be used in guidance work to their fullest advantage.

Aptitude Tests in Guidance Work

Intelligence is not the only mental ability we need to test for guidance purposes. There are other mental abilities involved in our success in educational courses and vocations. These special abilities are also called "group mental factors". Their existence have been statistically proved through a technique known as Factorial Analysis. There is, as yet, difference of opinion in regard to their names, number and nature. The U.S.A. is one of the pioneers in the effort to identify these mental abilities. These special mental abilities are sometimes loosely called the Aptitudes. The General and Differential Aptitude Test Batteries are widely used in the U.S.A. for vocational and educational guidance. These test batteries try to measure Intelligence and the different special mental abilities, considered relevant to educational and vocational guidance. The special abilities which are tested through the General and Differential Aptitude Test Batteries are, Intelligence, Verbal ability, Numerical ability, Special ability, Form perception ability, Clerical perception ability, Finger dexterity ability, Manual dexterity ability.

Difference between Ability and Aptitude

There are psychologists who use the term Aptitude for the above capacities. We should distinguish between an ability and an aptitude. An aptitude is defined as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with education, some specific knowledge, skill or set of responses. From the above definition, it should be clear that aptitude has always a future reference—it always tries to predict success in future in specified course or job. An ability does not necessarily have any such reference. Moreover an ability is a single capacity, while an aptitude may involve more than one capacity. Last of all an aptitude may include such characteristics which may not be purely innate. Take for example, the aptitude for the teaching profession. There is no single ability guaranteeing success in the teaching profession, more than one ability is required for success in the profession. A teacher, irrespective of his field of specialisation, certainly requires high intelligence and high verbal ability for success in his job; certain personality traits are also essential for success as a teacher. In the term "aptitude" applied to the teaching profession therefore at least two abilities (intelligence and verbal ability) are involved. Besides the personality traits required for success in the teaching profes-

sion are mixed products of heredity and environment, hence they cannot be called abilities.

The criterion for the Aptitude Test

Naturally an aptitude test cannot take the form of a single test, it is a battery of tests, which may measure more than one ability and one characteristic of the individual to the offered guidance. Unlike intelligence tests there is little theory behind aptitude tests, the criterion for an aptitude test is actual success in the course or job for which the test is being constructed—the basis for an aptitude test is the abilities and characteristics of persons who have proved successful in the course or the job in question. For example, for a scientific aptitude test we may analyse the abilities and characteristics of the famous scientists. They may even be interviewed. The abilities and characteristics to be tested through the battery may be determined on the basis of the above. The validity of an aptitude test battery comes from actual success of those who have scored high marks in the aptitude test battery. For example, the scientific aptitude test is administered on pupils who have taken the science course in Class IX. After the Higher Secondary examination of these pupils, if it is found that those who have scored high marks in the aptitude test battery have also scored high marks in science subjects in the Higher Secondary Examination and those who have scored low marks in the aptitude test battery have also scored low marks in science Subjects in the examination, the aptitude test battery may be considered as validated. The justification for the development of an aptitude test battery, therefore lies in its capacity to predict the future, it is not the least concerned with the present. It is possible for us to develop aptitude tests for all the seven streams of our multi-lateral schools and also for all courses of study of our colleges and Universities. Similarly we may prepare aptitude tests for all the important vocations available in our society.

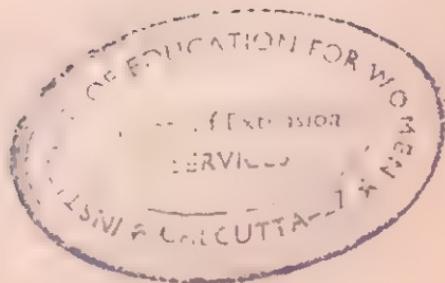
Aptitude Test Batteries for Guidance in U.S.A.

In this context, we may refer to the development of the General Aptitude Test Battery (G.A.T.B.) and the Differential Aptitude Test Battery (D.A.T.B.) developed in the U.S.A. The former analysis the abilities and characteristics required in different vocation and also provides tests for their measurement and the latter does the same in regard to different courses. From the scores in the G.A.T.B. and D.A.T.B. the

guidance worker gets an idea of the suitability of a vocation or a course, respectively to the individual counselee.

Limitations to the use of Psychological Tests for guidance in our country

Unfortunately similar tests have not been developed in our country as yet. So the guidance worker has to select independent tests (instead of single aptitude test battery) for administration on the basis of his own judgment to gain a general idea of the course or vocation to which an individual may be best suited. In this connection it may be mentioned that in our country, there is no scientific study as yet to tell us which abilities and characteristics are relevant to which courses or vocations. The tests which are available to our guidance worker are not also satisfactorily standardised and hence not very dependable. Under the circumstances, we should not depend too much on test results in our guidance work.



CHAPTER EIGHT

THE STUDY OF THE INDIVIDUAL

Guidance consists in the attempt to match the individual with a particular course or career. Its effectiveness, therefore, naturally depends upon the collection of all available information about both the individual and the course or career concerned. The National Institute of Industrial Psychology, London, after much experiment has developed a Seven-Point Plan for the study of the individual for guidance purposes, which, properly used, can be of great value in helping guidance workers in the collection and appraisal of relevant information about the individual.

1. *Physical Make-Up*

The importance of this element depends upon the physical requirements of the courses or the jobs under consideration. Generally speaking any special physical disability for the type of work under consideration or special impressiveness of physique, appearance, bearing, health and speech may be considered under this head.

2. *Attainments*

The type of education undergone by the individual and the extent to which he has benefited from it should be considered under this head. Though curricular school attainments are most significant under this head, co-curricular attainment, and even those acquired outside the school, should also be considered, particularly when they are relevant to the course or the job under consideration.

3. *General Intelligence*

Though emphasis upon intelligence in guidance work is less today than in the past, everybody agrees that a certain minimum of intelligence is necessary for success in any work. Courses and jobs have been classified according to basic intelligence requirements, and it is necessary to consider whether the individual possesses the minimum amount of intelligence for success in the course or job under consideration.

4. Special Abilities

Greater emphasis is now being placed on the possession of the special abilities required for success in a course or job. It should be noted that this is the age of specialisation. Specialised skill is needed in almost every job for to-day; there are no unskilled jobs, there are only unskilled men. The National Institute of Industrial Psychology, London, considers six special abilities in its guidance work:

(a) ability to understand mechanical things (to be distinguished from manual dexterity), (b) manual dexterity, (c) facility with words, (d) facility with figures, (e) drawing ability, (f) musical ability.

5. Interests

Proper motivation is regarded as an important key to success in any activity, hence the interests of the individual should be specially considered in guidance work. The N.I.I.P. considers interests in the following types of work: (i) intellectual (ii) practical/constructional (iii) physical (iv) social (v) artistic, as having importance from the guidance view point.

6. Disposition

No guidance can be given without consideration of personality traits, individually and collectively. Personality traits need to be specially considered to find out whether the individual is likely to satisfactorily adjust to the course or vocation. Moreover, the contribution of personality traits to success in the course or vocation attainments cannot achieve much functional success unless supported by proper personality traits.

7. Circumstances

Both the social and economic circumstances of the individual have to be realistically considered in guidance work.

The primary objective of the Seven-Point Plan is to provide a handy and convenient tool for the individual in order to have a working profile of him, which he can endeavour to project in different curricular or vocational situations to find out which suits him best.

Collection of Information about Pupils

The Seven-Point plan given above provides a convenient and comprehensive framework for the collection and systematisation of information about individual pupils in need of guidance and counselling. But it is not easy to collect the information needed; it has to be gathered from various sources through different techniques and care has to be taken to ensure the reliability and validity of the information collected. Some of the important types of information that have to be collected, and suitable methods for collecting such information are dealt with below :

1. Information about the Mental Potentialities of the Pupils

An appraisal of the innate mental potentialities of pupils is considered essential in guidance work, for, without denying the value of education, it nevertheless is true that a child, to a large extent, is limited in his performance by his potentialities at birth, and, because of differences in innate potentiality, every individual is not equally at home in every work. Guidance to a large extent consists in determining, as far as is humanly possible, the innate potentialities of pupils and guiding them to courses and careers which suit their potentialities best. It is extremely fortunate that during the present century psychologists have developed fairly dependable measuring instruments (Mental tests, including tests of Intelligence) for the appraisal of the mental potentialities of individuals.

The Importance of Personality Traits

Accurate information about the mental abilities and aptitudes of pupils is, as we have stressed in the previous chapter, of vital importance for guidance work; an appraisal of their personality traits is equally essential; the innate abilities of an individual are rarely effective without proper personality traits, so much so that a difference is often made by experts between innate abilities and functional abilities (the latter being dependent upon the personality traits of an individual). In the case of the majority of people, success in life is probably more due to personality traits than to innate abilities.

Again, (as in case of mental abilities), different courses and careers demand different types of personality traits, e.g. love for children in the teaching profession, and stamina in a machinist's job. Further it is believed that, unlike mental

abilities, personality traits are more amenable to education. It is possible by effective education to replace an undesirable trait by a desirable one; again necessary personality traits may also be developed by deliberate efforts. In order to be in a position to give positive guidance, a Teacher-Counsellor has to be concerned with the personality traits of pupils, hence, it is essential for him, to collect dependable information about them in regard to the pupils he has to guide.

What is Personality?

The term personality is used in more than one sense in common speech; in his authoritative work on personality Alport referred to fifty such uses. For clarification of ideas it is better to start with some of the uses of the term which may create confusion rather than contribute to the proper understanding of the concepts underlying the term. Personality is often described by adjective like 'great', 'insignificant' and the like, indicating that personality stands for the capacity of an individual to influence others. Indeed, certain individuals have greater social stimulus value, and others less; but this is a trait of the personality; and cannot be taken as synonymous with the term itself. Again, personality should not be identified with temperament which indicates the prevailing type of emotional reaction of a particular individual e.g. melancholy, jolly etc. The word temperament, thus, also stands for a personality trait rather than for the personality as a whole. Personality should also be distinguished from character; the latter is a normative term, standing for certain ethically justified patterns of behaviour (e.g. truthfulness, honesty, and the like). But the term personality has no ethical significance attached to it is amoral in nature, and includes behaviour patterns for which no ethical judgement may be given.

To get a working idea about the term, we may define personality (following Alport) as the dynamic organisation of traits in an individual, the term 'trait' here standing for generalised and fairly stable behaviour patterns. Such behaviour patterns form a 'gestalt' or configuration which is designated as personality. The traits in a personality are mutually related, a change in one necessarily brings about changes in others, and also in the complex of relationships between them, for as the traits themselves are dynamic, so is also the organisation between them. Take for example, an individual is born with certain physical and mental potentialities. As a result of his reaction to environment, he develops certain generalised ways of responding to the problems and situations faced in life;

these are called traits of personality. For example, if in family or work relationships or contact with friends an individual is intrinsically honest and sincere; he may be said to possess honesty and sincerity as personality traits. Another individual, because of different experiences in life may be dishonest and insincere in the same relationships and contacts and he may be said to have developed dishonesty and insincerity and as personality traits. It may be noted that these generalised behaviour patterns, though variable in certain special circumstances, are fairly stable. Again, the different personality traits developed by an individual organise themselves as a whole and also function as a whole. This means that as parts of the same system, the traits are inter-related between themselves. For example, if because of certain special experience in later life, the individual's trait of honesty is changed to that of dishonesty, his trait of sincerity will also be necessarily changed to that of insincerity. If this does not happen, there would be a constant conflict within the personality, not allowing it to function normally.

Measurement of Personality

The measurement of personality is still in the infant stage. We have no developed technique or set of techniques as yet with which to measure the whole personality. We can only endeavour to measure individual personality traits of an individual separately (e.g. Honesty, Sociability, Self-confidence etc.). We may also be able to some extent to measure the strength of the organisation of traits within a personality (in other words the amount of conflict within the personality). But we do not know as yet, how to measure that personality as a whole.

We are not even sure of the exact number of traits which may be found in human beings. In the Oxford dictionary there are about 3000 to 5000 words which indicate various generalised trends in human behaviour. Should all of them be taken as personality traits! There is overlapping between many of them and many of them are not sufficiently generalised as behaviour patterns to be found in all human beings. Moreover, the exact patterns of behaviour denoted by many of the terms standing for traits are not sufficiently clear. For example if "Perseverance" and "Industry" are regarded as two personality traits, it may be difficult to distinguish one from the other, and in any case there is a considerable overlap between the two traits. Again "Leadership" is considered to be a personality trait. But we are not sure of the specific

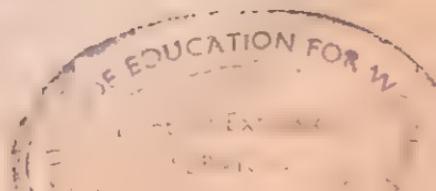
behaviour denoted by term. Should a person who manifests aggression in most group situations and tries to dominate the other members of the groups be regarded as the leader, or one who may not necessarily be aggressive, but who is followed by the group, when a lead is offered. Under the circumstances, it is possible that two assessors would measure two different things, while professing to measure that same trait (leadership).

Many researches have been undertaken with a view to delimit specifically the number of personality traits which may be found in human beings, and attempts have been made to reduce overlapping between them. These attempts have not as yet been crowned with sufficient success. Despite these limitations, we have of necessity to undertake the task of personality assessment as it is considered vital to the success in any educational course or vocation. The usefulness of personality assessments depend upon the extent to which they work; we try to develop "Working Validity" for personality tests.

As guidance workers in educational institutions, our first task is to find out the generalised behaviour patterns (traits) which are essential for success in educational work and also for success as a member of the society in which the students is being given below :

(1) Industry (2) Perseverance (3) Creativity (4) Thirst for knowledge and understanding (5) Self confidence (6) Emotional stability (7) Co-operativeness (8) Sociability (9) Initiative and Leadership (10) Honesty and integrity.

The above list is not considered exhaustive; it does not also claim to have avoided overlapping. The list is illustrative in the sense that in every case of personality assessment, the list of traits to be assessed is to be made by reference to the specific objective. Every trait in the list should be separately assessed with the help of suitable tools. After these separate assessments, the personality may be assessed as a *whole* from the point of view of the specific objective for which the personality is being assessed. In the above case the personality is being assessed to find out its suitability to becoming a successful student; the individual traits have been assessed with that end in view. So, personality may be given a single assessment, considering its suitability as a whole to become a successful student.



Methods of Personality Assessment :

1. Rating

Rating is the traditional method of personality assessment. All of us have our own opinion in regard to the personality traits of individuals with whom we have intimate contacts.

What is rating

On the basis of their manifest behaviour, we form our own opinion with regard to their honesty and integrity, perseverance, sociability and the like. Perceiving our students at work, we frame an opinion that some of them are very industrious, some others not at all industrious etc. This kind of framing of subjective opinions on the basis of adequate or inadequate facts is called Rating. Needless to say such opinions are not dependable; two persons may very widely differ in regard to the rating of the same trait in the same personality.

Sources of errors in the rating method

The following facts are usually responsible for errors committed in rating :

(a) We are often too hasty in our judgements—We attempt to size up an individual at sight on the basis of irrelevant and inadequate guidance because of our own bias in regard to the trait or the individual to be rated. For example, to pass judgement on the honesty or dishonesty of an individual, from his looks is to rate him on irrelevant evidence. Again to rate an individual high in honesty, because he has spoken the truth once come, is to pass judgement on him on the basis of inadequate facts. Hence one of the sources of error in the rating method is to rate on the basis of irrelevant or inadequate facts.

(b) Again, the rater himself may become a party to the rating. He may judge an individual in terms of his own behaviour and his own notions. For example, if he is a religious man and if he finds that an individual does not conform to his type of behaviour (i.e. he is not religious in his behaviour), he may rate him low in honesty and integrity, though the individual may have high honesty and integrity without being religious.

(c) The rater is also influenced by the behaviour of the individual to be rated towards him. This is a basic human weakness. For example, if the rater is hurt by the behaviour

of the ratee in some way or other, he may have an unconscious tendency to rate him low—even failure to wish the teacher low has been found responsible for low ratings of the personality traits of pupils.

(d) Researches have revealed that there is a 'halo effect' in most of our ratings—if an individual deserves high rating in a particular trait, we have a tendency to rate him high in regard to all the traits and vice versa. For example, if an individual is very honest, we have a tendency to think that he has great self-confidence as well, though the two are hardly related.

(e) The behaviour of an individual in respect to the same traits may differ from situation to situation; hence we may form a wrong opinion by observing him in only one kind of situation. For example, a pupil who manifests perseverance and industry in language classes, may manifest the opposite traits in mathematics classes, and this may be the source of error on the part of the teachers concerned in rating him in perseverance.

(f) The rater may not have a very clear notion of the types of behaviour which are the necessary manifestations of a particular personality trait—he may commit mistakes in the field. For example, while judging leadership, a person who offers the first lead is not so important as the person whose lead is ultimately accepted. A rater who rates the first higher than the second certainly commits a mistake. Again, smoking has no necessary relationship to honesty; if an individual is rated low in the trait for indulging in smoking, it is certainly wrong.

How to Make Rating More Accurate

Even though rating as a means of assessment is defective, and its defects can be remedied only to a limited extent, yet it will remain probably the best method for evaluating personality traits where there are opportunities for close observation of behaviour. The following suggestions may be considered for improving rating as a method for personality evaluation.

(a) It must be noted that rating is a crude measuring instrument. The broad grouping of individuals in regard to the possession of a trait may be made with the help of this method with reasonable correctness, but attempts at detecting minuter differences are sure to lead to errors. As such, a rating scale should be a short one. We are used to a hundred point mark scale in our school evaluations. But a scrutiny would reveal that the marks are grouped into a few categories—all the

Extra-ordinary Possession	Definite Possession	Average	Lacking but not Absolutely	Absolutely lacking
Approx. 2 or 4%	Approx. 11-12 or 23%	Approx. 22-24 or 46%	Approx. 11-12 or 23%	Approx. 2 or 4%

(6) A distribution of this nature is likely to occur among your pupils too, and unless it is an exceptional group your ratings are expected to conform to this pattern of distribution.

(7) Assess the entire group of pupils only on one trait at a time. You may judge all your pupils, for example, on persistence first; record your ratings on that trait for the entire group; close it up and then proceed to judge them all on a second trait, say boastfulness, without referring to the ratings made on the first.

(8) In order to rate the group conveniently and quickly, sort out the names of pupils (written on slips of paper) into three piles, viz., (i) those who definitely possess the trait, (ii) those who lack in the trait, and (iii) those who are average. Next, go through the first pile and divide it into two viz., (a) those who possess the trait to an extraordinary degree, and (b) those who possess it definitely, but not to an extraordinary degree. Likewise, divide the second pile into two, viz., (c) those who lack in the trait, but not absolutely, and (d) those who absolutely lack in the trait. Thus finally you obtain the names of all the pupils sorted out into five piles corresponding to the five categories.

(9) Now put down the serial numbers of pupils of each pile in the appropriate column of the rating sheet.

(10) Do try to avoid bias and to rate as objectively as possible, basing your judgements only on actual observation of pupils' behaviour. There is every possibility that a pupil may be rated very low on some traits, in spite of the fact that he is outstanding in some others.

(11) While rating, compare each pupil with the average child of the same age.

(12) Make your ratings independently without consulting other judges.

Self Rating and Rating by Peers

Psychologists have found it useful to ask the subject to rate himself according to the scale provided. Sometimes it has yielded more dependable results than rating by others. It is

also believed that friends and equals are in a better position to know about the personality traits of people. As such, rating of one another by the pupils of a class may prove more dependable than rating by the teacher or the self.

11. OBJECTIVE QUESTIONNAIRE APPROACH TO PERSONALITY ASSESSMENT

Questionnaires

Where it is not possible to observe behaviour, information about persons to be tested is gathered with the help of Questionnaires to be filled in by themselves. Methods have been developed to score such questionnaires objectively and also to examine their validity. A few of the different types of personality questionnaires are being discussed below.

(a) A questionnaire may be drafted for evaluating a specific personality trait, for example, a 'Neurotic Questionnaire' may try to collect information from the subject as to whether he suffers from certain neurotic symptoms—a list may be drawn of such symptoms (e.g. horror dreams, bed-wetting etc.) and the subjects may be asked to tick those from which he suffers. A specific mark is allotted (on the marks of try out with a large number of known neurotics) to every question, and the questionnaire may be scored in terms of these marks. Like intelligence and other psychological tests norms for the Questionnaire may be established, and the scores may be interpreted in reference to the norms.

(b) Interest Blanks and Personality Inventories

Interest Blanks and Personality Inventories are two other kinds of personality assessments based on the questionnaire method. In the former different activities connected with a subject or a work are tabulated (e.g. participation in literary meeting, writing for journals etc. in case of literary interest) and the subjects are asked to indicate their likes and dislikes for the activities, usually on a three-point scale (e.g. Like, So-so, Dislike). In the latter, a few typical types of behaviour, relevant to specific personality traits, are tabulated and the subjects are asked to indicate whether they manifest such behaviour or not (this may also be done in a three-point scale: yes, sometimes, no.)

points in the scale are not used. Shortening of the scale means sacrifice of accuracy, and lengthening it admits of greater error in evaluation; the optimum level for a rating scale has to be found. In personality ratings a five or seven-point scale is considered to be optimum.

(b). The scale, then, has to be properly described, and presented in a graphic form. In evaluation, what we really attempt is to estimate the place of an individual in regard to a trait in reference to a particular group. For example, in evaluating the perseverance of a pupil we endeavour to find out whether he is average, above average, much above average, below average, much below average etc., in regard to perseverance, if we compare him with pupils of his own age. Hence every point in the scale has to be clearly defined in terms of the place in the group it indicates. We may do this by using adjectives as indicated above. Since in this country we are accustomed to evaluate in terms of marks, a rating scale may also be described in terms of marks—a particular mark gives us the idea of a pupil in the group against which he is being evaluated (e.g. a score of 80, at once indicates that the pupil is much above average—we are trained to that). An illustration of a five-point graphic rating scale described in terms of adjectives and marks is given below.

RATING SCALE

<i>Much above</i>	<i>Above</i>	<i>Average</i>	<i>Below</i>	<i>Much below</i>
<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
80 and above	79-60	59-40	39-30	29 and below

Unless the scale is graphically presented with proper descriptions, a rater may not be fully conscious of the implications of awarding a particular mark or symbol (A,B,C,) to an individual.

(c) Confusion may also develop as to the meaning of the traits to be rated. For example, the trait honesty may mean different behaviour to different raters. It is therefore best to describe traits precisely in terms of concrete behaviour through which they are expected to be manifested. A guidance to the Assessment of Personality Traits in a Cumulative Record card is being given at the end of the chapter to illustrate how traits may be defined in terms of manifestation of specific behaviours for making rating objective.

(d) Another source of error in rating arises from the fact that individuals behave differently in different situations in regard to the same personality trait. For example, an indi-

vidual, who is a leader in the language class may not manifest the trait at all in the mathematics class; again, one who has self-confidence inside class room may not possess this trait in the playing field. The solution to this difficulty is to have the child observed in different situations by different persons. The raters, after independent rating, may then meet together to give an agreed award to the ratee, or the average of the award given by the individual raters may be taken as the final award.

(e) To minimise the "Halo effect," it is necessary to rate the whole group in a particular trait at a particular time instead of rating an individual in all the traits at once and the same time. For example, in rating a class in honesty, self-confidence and leadership, instead of taking 'X' (a pupil in the class) and rating him in all the traits, we should take a trait (e.g. Honesty) and rate the whole class in it and then return to the class again for rating of the next trait and so on. A graphic rating scale with instructions for rating is given below as an example.

Instructions to Raters:

(1) You are requested to rate the pupils of your class on seven personality traits. You are provided with seven rating sheets, each to be used in assessing the class on one single trait at a time.

(2) To ensure uniformity in rating, consider each trait only in the light of the descriptive phrases given on the top of each sheet along with the name of the trait.

(3) You are to give your ratings on a five-category-scale i.e. you are to divide the group into five categories as indicated. The five categories are: (i) Extraordinary possession of the trait, (ii) Definite possession of the trait, but not extraordinary possession. (iii) Average possession of the trait. (iv) Lacking in the trait, but not absolutely and (v) Absolutely lacking in the trait.

(4) Note that usually a personality-trait is normally distributed in the population, i.e. a particular trait varies from a maximum degree of possession through an average to an almost non-possession of it. And the number of people is much larger in the middle (average) of the range than it is at the two extremes.

(5) As for the respective proportions expected to fall under each of the five categories, the approximate distribution of a group of fifty pupils on any particular trait is given below for reference.

(c) Attitude Scales

Attitude scales are another kind of personality test in the questionnaire form. The object is to find out the reaction of an individual to specific things or ideas (e.g. attitude of Indians towards Pakistanis or attitude of people towards the teaching profession). One of the methods of attitude testing is to draw up certain statements indicative of specific levels of opinion in regard to the thing or idea in question. (I would never like to become anything else than a teacher. I hate teaching. Given good remuneration, I may become a teacher.) The subjects are asked to indicate their opinion, ticking the statement which comes nearest to their own opinion.

The advantage of the questionnaire is that information is sought directly from the subject, who is in the best position to supply it, while its disadvantage lies in the fact that the subject may give false responses. Moreover young people may not always be able to judge themselves correctly; as such, though questionnaires have value, conclusions reached with their help should be interpreted with caution.

(d) Verbal Situational Tests

Verbal situational tests of personality evaluation also fall under the category of the questionnaire method. In such tests, situations which are expected to manifest a specific personality trait are presented in the form of questions. The subject is asked to indicate his behaviour in the situation by ticking one of the probable responses. For example, evaluating sociability, the following may be considered an item in a verbal situational test :—Your class is going to a cinema show. Would you like to go? Probable answers—(1) No. (2) Yes, if I have not seen it before and if it is specially good. (3) Yes, if I have not seen it before. (4) Yes.

In all such questionnaires, as well, there are methods to find out the validity on the basis of try-outs; specific scores could also be given to the testees, interpretable in reference to established norms.

III. OBJECTIVE TESTS IN PERSONALITY EVALUATION

Different kinds of objective tests have also been devised for personality measurements. As they cannot be used by persons without a good psychological background and specific training, they are only tabulated below with one or two illustrations for

each : (a) *Association tests* : For example, in the Word Association Test certain words are tabulated, and the subject is asked to respond to each word which comes immediately to his mind. It is believed that in doing this he will associate the stimulus word with his mental working. This would reveal his personality.

(b) *Psychophysical tests* : they are mostly apparatus tests more suitable to measure physical traits e.g. steadiness. The subject is asked to respond to a situation, and the apparatus records his physical reaction.

(c) *Misperception Tests* : Certain undefined visual presentations are made, and the subjects are asked to make specific responses to them from which the personality traits are inferred. The Thematic Appreception Test (T.A.T.) and Rorschach Test are the most reputed in the field. In the former certain pictures are presented and the subjects are asked to make out a story from each. In the latter certain inkblots are presented and the subjects are asked to say what they see. It is believed that in the work they would project the working of their mind from which the personality would be inferred.

(d) *Miniature Situation Test* : Actual situations supposed to provide opportunities for manifestation of specific traits are created and the subjects are placed in them. For example, in testing leadership in the army, a group of subjects may be placed before a fairly wide ditch with ropes and some other article. They are asked to cross the ditch. The tester examines their behaviour and evaluates them in respect of the traits, leadership.

In conclusion, attention may be drawn to the following :

(a) The construction, standardisation and interpretation of projective tests should be left to the specialists though they can be administered by non-specialists ; and further, even if they are constructed by specialists, it should not be imagined that we can be too sure of what we are testing.

(b) The questionnaire type tests may be utilised (if properly standardised) by teachers in evaluating personality traits of pupils, but the evaluation should be taken to supplement the ratings made by them.

(c) Rating may be considered as the most dependable form of evaluation of personality traits for school pupils if the scale is made objective, and if there are adequate school activities for the manifestation of different personality traits of pupils.

The Cumulative Record Card

Besides intelligence, aptitudes and personality traits, it is necessary to collect information about the interests, educational attainments, family circumstances etc. of pupils. Dependable information about these may be collected through the systematic maintenance of Cumulative Record Cards. In fact, all the information collected about the pupil from different sources should be recorded in such Record Cards. As it is one of the most important guidance tools, a more detailed discussion of the Cumulative Record Card would not be out of place.

All schools have the practice of making periodical progress reports on their pupils, but, unfortunately, very few schools in our country maintain Cumulative Record Cards about them. An investigation into the practice of keeping pupils' records in Secondary schools in West Bengal revealed the following:

(1) Progress reports are kept, and sent to parents at different frequencies in different schools, varying from two to twelve in a year. (2) Contents of the reports also vary from school to school. Mostly it is a report on scholastic achievements, with a column for conduct. In certain schools the information under the head 'conduct' is elaborated by naming a few specific personality traits, and few schools also include reports on health and physique, attendance, and co-curricular activities of pupils.

(3) In the field of scholastic achievement most of the schools give raw scores without supplying any clue for interpretation; only a few schools mention the rank of the child in the class in regard to his total scholastic achievement, and also indicate the number of pupils in the class. In case of other aspects (e.g. conduct) adjectives are given to describe the pupil, but absence of information in regard to the exact number of points (with descriptions) on the rating scale, makes them almost meaningless (e.g. the adjective "Fair" against the word conduct).

(4) The progress reports are mostly intended to be information to the parents or guardians about the work and conduct of the pupil in school. Class promotion, the most important guidance work done by our schools, is not in most schools granted on the basis of progress report—the results of the last assessment or Final Examination usually decide promotion; only in the case of unsatisfactory results in it are the earlier assessments during the year considered in a general way. Only a few schools make the promotion on the basis of all the reports made of the pupil during the year.

Purpose For Maintaining the Cumulative Record Card

A Cumulative Record Card should be clearly distinguished from a Progress Report ; both are necessary and one is no substitute for the other. The main purpose of keeping of Cumulative Record Cards is for the guidance of pupils, while that of Progress Report is to give information to parents and guardians about the work of the pupils in the school. The Cumulative Record Card is a confidential document mainly for the use of the school ; on no account should it be sent to the parents or guardians as a matter of course. Parts of the Record Card, however may be shown to parents or guardians, when they are keen to see it, or when their co-operation is needed in carrying out remedial measures in regard to pupils.

The *cumulative* aspect of the entries in the Record Card should also be emphasized. In order to effectively guide the pupils in their education it is necessary to keep records of all aspects of their development, physical, mental (innate and acquired aspects), social, moral and spiritual. Moreover, such records should cover the school life of the pupil from entrance to the end of his career in school. But for the sake of convenience, both from the point of view of keeping records and interpreting them, more than one Record Card may be maintained during the period, e.g. one each for the Primary, Junior School and Secondary school years, though, in each case, each successive Record Card should start with a consolidated entry in each aspect from the previous Record Card. Entries in regard to a particular item (during the period in which the Record Card is maintained) should be placed side by side, or one upon the other (graph form), so as to present a cumulative picture of the pupil in regard to that item. There is no real substitute for a well-planned Cumulative Record Card properly maintained and interpreted ; school progress report, even if they contain monthly reports on the pupils for a year in the same booklet, cannot be considered to be kept according to cumulative principles. They do not cover all aspects of the development of the school life of the pupil ; further the records in regard to the particular items are not placed side by side or one upon the other so as to give a clear developmental picture of the child.

The Utility of Cumulative Records

Though the supply of vital data for School guidance work is the most important purpose for maintaining the Cumulative Record Card, it may be utilised in the assessment of pupils

for guidance to higher educational and training institutions, and by Youth Employment agencies in the country. At the present moment this task is being done by external examinations, but it is being increasingly realised that such an arrangement is not quite satisfactory. External examinations, by their very nature, are limited to the assessment of the intellectual attainments of pupils in specific fields. Information supplied by them is not considered adequate for the guidance of employers or authorities in charge of admission to higher educational institutions. A Cumulative Record Card gives a much more complete picture of the pupil than any external examination can ever aspire to give. Even in the field of intellectual attainments, the assessments made through external examinations are not found to be very reliable or valid. It is expected that the Cumulative Record Card will be utilised by the authorities conducting external examinations for improving the quality of their assessments; a time may even come when this Record Card may be able to substitute external examinations!

How a Cumulative Record Card should be Maintained

The Cumulative Record Card can only be an effective tool if it is drawn up and maintained properly. It is necessary that its contents should be comprehensive and so related as to give a complete picture of the pupil both from the guidance and assessment points of view. A Model Cumulative Record Card is given at the end of the book which may be studied thoroughly. Like most such Record Cards, it covers the following heads: (i) Mental growth and development (measurement records of intelligence and aptitudes at regular intervals), (ii) Health and physique, (iii) Scholastic achievements (in terms of the school subject), (iv) Personality traits (vital to all kinds of guidance work), (v) Interests (supplementary to personality traits and interests), (vi) Co-curricular activities (supplementary to personality traits and interests), (vii) Home information (necessary for guidance, and specially for remedial measures).

Under present conditions in India, it may not be possible to keep records of pupils under all the above heads. Besides, as we do not have properly standardised intelligence and aptitude tests, records kept in regard to them may not be very useful because of the absence of suitable measuring instruments. Again, as most of our schools do not have medical officers, we may have to be contented with such records on health and physique as are relevant to our purpose and about which the

teacher may be able to gather dependable information. Under present conditions dependable home information for the record card may also be difficult to collect.

The period during which the Cumulative Record Card should be maintained, may also be considered. Obviously, it should cover the whole school life of the pupil, but it may not be convenient to cover the whole period by a single record. Further, though the general contents of the record card may remain the same throughout his schooling, it will differ in details when the pupil passes from one stage of education to another (e.g. School subjects would change from primary to junior, and from Junior to Secondary school stages). Again, a Record Card should be handy to maintain, and easy to interpret. The number of records on each item, by itself, cannot improve the value of a record card, unless they are interpretable at a glance as a single profile. It is therefore usually found convenient to split up the period of the schooling of the pupil into three stages, primary, junior and secondary, for the purpose of maintaining the Record Cards.

How many entries concerning each item should there be in a year on the Record Card? Two entries may be considered as the optimum; we may even have to be satisfied with one. Too many entries in a Record Card would make it difficult to maintain and interpret. In the developmental history of a pupil, six monthly periods should be a good time for keeping records.

Utmost care should be taken to ensure the reliability and validity of the measurements on the basis of which entries are made in the Record Card. Each entry in the Record Card should be derived from more than one measurement of the pupil made on the aspect in question; again, care should be taken to make each of the measurements as reliable and valid as possible. Different methods and different scales may have to be used for measuring different aspects of the pupil. But to make the scores of different pupils in the same social group comparable, there should be some sort of uniformity in regard to the means of arriving at them. Standardised tests are preferred, when available, and it is hoped that in case of intelligence, aptitudes and scholastic attainments, standardised tests will soon be available. In other fields, we may have to take to rating as the method for measurement. But this rating should be made as objective as possible and the scale accepted for the purpose (3, 5, or 7 Point) should be the same in a social group. Moreover, school activities should be re-organised to allow sufficient scope for the development of the interests and personality traits of pupils; they should also

allow sufficient opportunities for rating them through obvious manifestations.

Collection of Home Information

A special word is necessary on this point; home information is essential for a good record card for since the home still plays the most important part in the education of the child in this country, information about the child for his Cumulative Record Card can never be complete without information about his home. His personality traits and interests may be differently manifested at home (because of the different environment) and at school, and our evaluation of them would be defective without information from home about them. The desires and aspirations of the parents in regard to the pupil, and their economic condition are important in giving guidance as to the future of the pupil. The home relationships and the home circumstances of the pupil have a very important bearing on his mental health and school behaviour. A pupil at school cannot be properly understood without a knowledge of them. His home activities may also throw important light on his interests etc. It may also be possible to collect information about the companions of the pupil outside school, through the home.

It is desirable to collect the above information by actual home visits. In case this is considered impracticable, the parents may be educated to supply the information with care and sincerity in Parent-Teacher Association meetings; the information sought may be collected afterwards through a questionnaire.

Finally, the Cumulative Record Card should contain notes concerning interviews with parents. A digest of the vocational guidance given by the school when the pupil is due to leave, and such follow-up information as is available as to whether he acted upon the advice given, with what results, and other relevant matters.

A Cumulative Record Card, drawn up and maintained on the lines suggested above, is an indispensable guidance tool; no real guidance will be possible without it.

A Cumulative Record Card is appended below for the purpose of illustration.

Guide to Assessment of Personality Traits

Trait	A	B	C	D	E
1. General Attitude	Always cheerful and full of enthusiasm.	Keen & consistent.	Takes activities as a matter of routine.	Indifferent & irregular.	Rebellious to work and authority.
2. Perseverance	Very persistent in face of difficulties.	Not easily stopped.	Fairly steady.	Changeable. Inadequate applications.	Gives up easily.
3. Honesty	Completely trustworthy under all circumstances.	Dependable. Willing to admit faults and face consequences.	Generally dependable.	Generally unreliable.	Positively dishonest.
4. Emotional Stability	Unusual control in face of frustrations.	Fairly well controlled.	Normally controlled with occasional lapses.	Tends to be over-emotional.	Too easily moved to fits of temper and frustration.
5. Co-operativeness	Invariably goes out of the way to offer assistance.	Helpful & Co-operative.	Co-operates when called upon.	Inadequate group sense. Co-operates when in the mood.	Wholly operative.
6. Self confidence	Very confident of abilities and willing to take risks under most circumstances.	Confident & trusts his abilities.	Normally confident in familiar circumstances.	Makes diffident attempts and needs encouragement.	Lost all confidence in self. Nervous and apprehensive.

Trait	A	B	C	D	E
7. Initiative	Full of initiative. Shows marked originality and sees project through.	Takes initiative normally.	Able to take initiative with spurting on.	On the whole un-enterprising.	Very dependent on others.
8. Sense of responsibility.	Extremely dependable, never fails, unless task outside control.	Dependable ordinary circumstances.	Capable of rising to responsibilities but has occasional lapses.	Completely unable to carry responsibility.	
9. Leadership	Great drive and leadership. Sought after by group.	Ready to take lead, and performs task effectively.	Can lead in minor situations. Needs encouragement.	Satisfied to have others' lead.	No capacity for leadership.
10. Sociability.	Very good mixer and strongly altruistic.	Usually considerate of others and fond of company.	No positive need. May mix in small groups.	Shy or reserved or self-centred.	Antisocial.
11. Courtesy.	Always very courteous and respectful in all circumstances.	Accept authority and courteous.	Neutral attitude. No special attempt to be courteous nor discourteous.	Lacking in courtesy. Can be rude and disrespectful.	Very rude. No respect of persons.
12. Concentration.	Can concentrate absorbed in work for a long period.	Can concentrate well but can be distracted.	Partial & fluctuating concentration.	Can concentrate only for brief moments. Easily distracted.	No power of concentration.

CHAPTER NINE

COLLECTION AND DISSEMINATION OF INFORMATION ABOUT SOCIAL OPPORTUNITIES

Importance of Information in regard to courses and careers

Guidance consists in relating the abilities, interests, attainments etc. of students to available educational and vocational opportunities. Knowing the students is only one side of the job of the guidance worker; he must also acquaint himself with educational and vocational opportunities available in the society. A guidance worker is not only to help the students to develop in them insight in regard to their abilities etc. but he should also help them to know about the courses and careers with which they may be well matched. It is not enough for him to tell a student that he is fit for particular course, he should also inform him, where the course is available, how long it takes to complete it, what are its economic prospects etc. Unless the students and their guardians are convinced of the availability and economic prospects of the chosen course, guidance will only remain theoretical and would not be effective. A guidance worker, therefore, should be in possession of information in regard to courses and careers available in the society.

Who should collect the Information

The direct collection of such information is, however, not the job of the Teacher-Counsellor. Even the State and regional Bureaux of Educational and Vocational Guidance (which are responsible for providing tools to the Teacher-Counsellor) cannot directly undertake the work. The task is a difficult and complex one, and should be undertaken by a specialised agency with adequate personnel, means, status and prestige to do it effectively. To begin with the information to be collected should be exhaustive and it should be in diversified fields, further it should cover the whole of the country. The people in possession of such information, (particularly the employers), because of mis-apprehensions are often reluctant to divulge it. Hence only a directly concerned Central Govt Authority, with adequate resources and sufficient power and prestige, can do the work satisfactorily.

It is in the fitness of things that the Ministry of Labour, Govt. of India, has undertaken the task. It is trying to do

the work directly, and also through the State National Employment Departments. The Ministry of Labour is not only collecting information, but is also preparing small attractive leaflets on specific vocations (available in the Employment Exchanges at 7 np. each). But the effort of the Ministry should be supplemented by those of others in the field, especially the following agencies: (1) Every Govt. Department should publish information about the occupations available under it and the educational and training facilities provided by it (e.g. Depts of Commerce and Industries, Agriculture, Public Health, Fisheries, Education, Railway, Iron and Steel, Defence Services etc.). (2) The different Chambers of Commerce should also publish similar information.

Some of the Govt. departments in certain States have taken the lead in the field but most of them are still lagging behind, while the Chambers of Commerce have so far completely withheld themselves from this work. Luckily some private agencies (certain Universities, Y.M.C.A. and few others) have taken up the work, and published some valuable literature. Some of the State Bureaux (Bombay and West Bengal), under pressure of necessity, have also taken up the work, and made important contributions.

The Work of the State Bureaux

The responsibilities of the State Bureaux in this field should be the following: (1) The maintenance of a reference library on courses and careers (including books, pamphlets, leaflets, reports, journals etc.)—all available materials in the country should be collected by it. (2) The preparation of suitable digests of these materials, for orientation of pupils and parents, in the State language. (3) The collection of information on important fields which may not have been covered, and preparation of appropriate literature about them. (4) The maintaining of the closest relationship with other useful agencies in the field and collecting their monthly, annual, or other reports (e.g. State National Employment Service, State Chambers of Commerce etc.).

Sources of the materials for the Guidance Library

Every educational institution engaged in guidance work should develop a Guidance Library for the use of the students, staff members and parents and guardians. The sources from which the materials for the library may be collected are the following: (a) The Ministry of Labour, Government of India,

for information on all India level, the Educational Institution should keep itself in the mailing list of the nearest Employment Exchange, under the Ministry of Labour, Government of India. All the priced and non-priced publications on courses and careers should be secured. In case of special necessities, the Vocational Guidance Section of the Ministry may be directly contacted. It may be noted that educational institutions will have many elements who would be interested in all India jobs and in jobs and apprenticeships available in other States than his own.

(b) The State Government is another source from which information in regard to courses and careers should be available. The Guidance should develop contact with each of the State Departments and collect all the published materials on the subject. Some of the State Government publications may be available in Employment Exchanges. But they may not be always enough. The guidance worker should keep himself specially in contact with the State Ministry of Labour. On special cases he should be directly in communication with the different State Departments, who should be able to supply him with special and detailed information in regard to courses and careers available under the department. The guidance worker should note that a large section of his clients would be interested in the courses and careers and apprenticeships available within the State.

(c) The guidance worker should collect information directly from the factories or private employing agencies and educational institutions (general and professional) in the neighbourhood (District) in which his own institution is located. Detailed prospectus etc. should be collected. The information thus collected may also be utilised for organising work-visits also.

(d) Private bodies working in the field of educational and vocational guidance may also be the sources for the supply of materials for the Guidance Libraries in educational institutions; the names of certain Universities, Y.M.C.A. etc. may be mentioned in this connection.

(e) Foreign Embassies in the country may also supply materials to the Guidance Library in regard to courses etc. available in foreign countries.

(f) The "Wanted" and "Education" columns of the daily newspapers are also good sources for the supply of information in regard to courses and careers. This information should be clipped from the newspapers, classified and filed; they should be replaced after they have become out of date.

Classification of Guidance Libraries materials

The materials in the Guidance Library, like these in other kinds of library should be classified, indexed and catalogue. But these should be done according to different principles. For example, materials on occupational information may be classified in reference to the accepted I.L.D. classification of occupations given below. The information on courses may be classified in terms of jobs to which they may lead. It may still take some time to have the principles of classification for Guidance Libraries standardised, but in the meantime we should follow some rational system through which the readers should be able to locate, the material which they desire to consult.

Problem of keeping the Library up to date

One of the most important problems of a Guidance Library is to keep it up to date. Information about courses becomes obsolete very quickly, while new information comes to the field almost daily. So the Guidance Library should keep itself in constant contact with the supplies of its information. It should also have a recurring budget of fairly good size to constantly replenish the library.

Job Analysis

In order to relate courses and careers to the abilities, interests, attainments and personality traits of pupils, the Teacher-Counsellor should make a study of jobs and also of the courses and trainings which prepare for them.

Analysis of jobs in terms of abilities, interests, attainments, personality traits etc. needed for success in them is called job-analysis (or Course analysis). The Teacher-Counsellor cannot match the pupil with jobs or courses unless he knows details about the abilities and interests etc. of the pupil, and unless he knows about the varied requirements of jobs (or courses) in terms of them.

Subjective analysis of jobs is not enough. A scientific job analysis should be supported by experimental evidence. This requires time, and careful research and has still to be undertaken in our country.

Classification of jobs according to work implications also gives some idea about their demands on human abilities, attainments etc. Since we have not as yet made our own classification of jobs, a consideration of the International Classi-

fication (I.L.D.) may be of some help. The following broad classification of jobs is usually made;

Professional, Technical and Related occupation ; Managerial Administrative, Clerical and Related occupations ; Farming, Hunting, Fishing and Forestry occupations, Transport Operating Farming occupations ; Sales and Related occupations ; Crafts, Production Processes and Related occupations ; Mining Quarrying and Well Drilling occupations.

Analysis of the above classifications in terms of some of the specific jobs under each and in terms of the nature of the course to be pursued in order to prepare for them may also be useful.

Farming, Hunting, Fishing and Forestry Occupations

Science.	Agriculture.	Technical.
Farmers in specialised crops, Nurserymen, Gardeners, Livestock farmers and Poultry farmers.	Same as Science, Deep sea-fishing, Fishing inland and coast-line. Forest product processors. Afforestation workers, Harvestors of forest products.	Farm machinery operator, Poultry farmers, Poultry machine operator, Forest product processors, Log-cutters.

Operating Transport

Science.	Technical—as in science.
Deck officers, sailors, and related, ship engineers, Firemen and related, Aircraft pilots, Flight Engineers, Flight Navigators.	Railway Engine Drivers, Firemen, Tramway drivers, Drivers motor vehicles, Railway Train operators.

Sales and Related Occupations.

Commerce.
Buyers, Brokers and Related, Appraisers Auctionists and Related, Salesmen

Managerial, Administrative, Clerical and Related Occupations

Humanities	Science.	Science (Contd.)
Office personnel Manager, Personal Manager, Pub-	Coal Mining, Crude Petro-	Mfg. of products of coal and petroleum, Mfg. of non-metallic mineral

lic-relations Manager, Finance Manager, Maintenance Manager, Staff functions Manager, Manager & Administrator by trades (e.g. mining, coal, food manufacture etc.), Office-clerk, Cashier, Conductors.

Ieum and Natural Gas, Stone quarrying, Non-metallic mining & quarrying, Food manufacture industries, Beverage Industries, Tobacco Manufacture Industries, Textile Industries, Food-wear industries Wood Induction, Manufacture of paper and paper products, Manufacture of furniture. Printing and publishing, Manufacture of leather products, Mfg. of rubber products, Mfg. of clinical chemical products.

products, Basis metal Industries, Mfg. of metal products, Manufacture of machinery excluding electric, Mfg. of electric machinery etc., Mfg. of transport equipment, Water and sanitary service, communication.

Professional, Technical and Related Occupations

Humanities

Economist, Accountant, Statistician, Political Scientist Historian, Anthropologist, Sociologist, Psychologist, Language scientist, Teacher, Librarian, Social welfare worker, Lawyer, Author, Journalist etc.

Science.

Architects, Engineer, Civil, Electrical, Mechanical, Metallurgical, Mining, Chemical, Chemist, Physicist, Geographer, Geologist, Geophysicists, Draftsman & Cartographer, Surveyors, Biologists, Agronomists, Horticultural scientists, Foresters, Soil scientists, Zoologists, Botanists, Physicians & Surgeons, Medical & Allied Scientists, Dentist, Pharmaceutical specialists, Veterinarian Technicians, Statisticians, Anthropologist, Personnel affair, Teacher and Social worker.

Agriculture.

Biological & Agricultural Scientist, Agronomist, Horticulture Scientist, Forester, Soil Scientists, Animal Scientists,

Technical.

Architects, Engineers, Civil, Electrical, Mechanical, Metallurgical, Mining, chemical, Draftsman & Cartographer, Surveyors, Artistic Writers and Engraver, Painter, Drawer and Engraver, Decorator and Designer, Photographer.

Managerial, Administrative, Clerical and Related Occupations

Humanities, Science, Commerce.
All the professions tabulated under the professions in Humanities. Wholesale and retail trade, Banks and other Financial Institutions, Insurance, Transport, Storage and Wire house—Book keeping clerks. Computing Clerks, Cashiers, Typists, Tele-typists and Key-punch operators, Stenographer, Punch card Machine operator, Telephone Switch board operator, Telegraph Key operator.

Technical
Key push operator, Punch card machine operator. Telephone Switch board operator.

Dissemination of Information:

It is not enough to collect information about courses and careers; the information collected must be carefully and systematically disseminated in an attractive and stimulating manner to pupils, parents and teachers. This may be attempted in the following manner:

1. Guidance Library

The Guidance Library (in charge of the Teacher-Counsellor) should be thrown open to parents. To develop the interests of the pupils in such kinds of literature, there may be a few supervised library periods from Class VIII-XI every session.

2. School Guidance Corner

The School Guidance Corner should also be utilised for dissemination of information on courses and careers. Guidance Corners are developed in schools for general guidance orientation to pupils and for dissemination of guidance information to them; such a Corner consists only of a Notice board of proper size, placed at a public place in the school. It should be protected in such a manner that nothing can be taken from the board. Visual materials for emotional modification of pupils, the writings of pupils on guidance, and even notices on guidance may be presented in the Guidance Corner. But it should be specially utilised for dissemination of information on courses and careers. Every new addition to the library should be flashed in the Guidance Corner; when considered desirable, extracts from the book or catchy remarks on it may likewise be flashed to stimulate interest. Information collected may also be presented in the Guidance Corner through pictures, Picture diagrams etc. But to be effective this has to be done

systematically. For example, if information in regard to the courses in Fine Arts is to be presented as a project for a month, it may be presented systematically through successive 'visual material' for weeks. Again, special motivation of the pupils on special occasions may be utilised in selecting material for the Guidance Corner. For example, when the pupils are going on an excursion to an industry, information about training facilities in the industry and occupational opportunities in it may be flashed in the Guidance Corner.

3. Guidance Exhibition

The Guidance Exhibition is another valuable medium for disseminating information; the effectiveness of this medium in education needs no discussion. Every gathering of parents in school should be utilised by setting up some sort of guidance exhibition—(1) For parents coming individually in large numbers during the admission month, a few catchy pictures, models etc. may be displayed in the waiting room so that they may have some idea about the school guidance service. (2) For parents coming at the time of promotion; appropriate pictures etc. (e.g. promotion procedure of the school, evils of pushing a child too much etc.) may be displayed as indicated above. (3) For parents coming at the time of selection of courses (at the end of class VIII), the occasion should be fully utilised for guidance orientation through exhibitions as parents are expected to be best motivated at the time. (4) At meetings of the Parent-Teacher Association, Prize distributions, Parents Day etc., a Guidance Exhibition should form a part of the general exhibition. (5) At specially organised Career Conferences a full fledged Guidance Exhibition should always be presented. It may be noted that whenever an exhibition is set up, it is meant for the teachers as well as for the pupils.

How To Set Up An Effective Guidance Exhibition

The lay-out of a Guidance Exhibition may be divided into four sections with the following objectives in view. (1) Modification of undesirable ideas, attitudes and approaches, e.g. the parent best knows the child—better than the teacher and the child himself; the craze for University degrees—shameful not to have one; Clerical jobs are better and more dignified than factory jobs etc.

(2) The development of desirable ideas and attitudes e.g. guidance is a necessity; parents should co-operate with the school in the best interests of the child; scientific methods

should be utilised in appraising the potentialities of the child etc.

(3) The dissemination of information about available social opportunities e.g. the different courses available; minimum requirements for each; how to get admission; information about concessions, prospects for employment after the course etc.

(4) To disseminate information about Guidance procedures and techniques e.g. what information is to be gathered about the child and what tools may be utilised for the purpose; how such information is utilised for determining the suitability of the child for this or that course etc.

The Exhibits

It may be noted that to be effective, the exhibits should be worked out in attractive media: (1) They should contain the least possible writing—ideas and information should be, as far as possible, presented pictorially. (2) Models provide a better and more lasting effect than pictures. (3) If there is some scope of action for the visitors, the exhibition becomes more attractive (e.g. A guidance game—Press the button for the job which you like to join and lighting of the appropriate electric bulb will indicate the course you need to take. (4) An exhibit should present simple and broad facts only; complications and non-essential details make it dull. But at the same time it should be self-explanatory and a single glance at it should be enough to convey the principal idea to the visitor.

The State and regional Bureaux for Educational and Vocational Guidance should build up permanent Exhibition Units which may be available at least to groups of schools organising a Guidance Exhibition. Selected exhibits may also be printed and distributed to schools. But in any case every school should organize its own Guidance Exhibition for there are bound to be special guidance problems in each school and the State Bureau exhibits may not reflect them. Moreover, printed exhibits have less effect than original ones; besides the exhibits of the State Bureau in original cannot be available to every individual school at the time when it needs them. Above all, if the pupils participate in the preparation of the exhibits, it will be by itself an education to them. Most schools now provide artistic and creative activities of different kinds, and crafts are becoming compulsory in Higher Secondary Schools. Preparation of guidance exhibits may be easily and profitably integrated with such work. Arrangements for the proper preservation of the exhibits are also essential.

4. Career Talks

Career talks to pupils are another method for disseminating information and the pre-vocational orientation of pupils. Such talks should be short, stimulating and concrete; their purpose should be to develop the general interest of the pupils in a particular course or career; they should always be delivered by the best person available. Besides these talks there should also be class talks, usually given by the Teacher-Counsellor. Classes VIII and X or XI are considered most suitable for such talks. The purpose of these talks should be to help the pupils in selection of courses and careers in those classes of the school when they are specifically faced with the problem. The Teacher-Counsellor is the best person for delivering these talks because they have to be related to other guidance activities organised by him (e.g. guidance excursions group-discussions by pupils materials displayed in the Guidance Corner, individual counselling of the pupils and the like). Besides, there must be links between the talks themselves—taken together they should be expected to realise a specific purpose. For example, the following talks may be given to pupils of Class VIII of a Multipurpose school with Humanities, Science and Technical courses. (1) The Guidance Service in your school (what is it, and how can it help you?) (2) The Courses in your school (what subjects will you have to choose from and what mental abilities and attainments will you require for each?) (3) Humanities as a course, where does it lead? (4) Science as a course, where does it lead? (5) Technical as a course, where does it lead? (6) Group Discussions by pupils in groups of six to ten with a view to making up their minds in regard to the course which they intend to take on promotion to Class IX.

5. Career Conferences

The Career Conference is another effective method of orienting and disseminating guidance information. Every school should call at least one such conference every year. The State and Regional Bureaux, in co-operation with the schools and other agencies, may also organise Career Conferences from time to time in different parts of the State for the benefit of the general public. The following may be accepted as guiding principles in organising such Conferences: (1) Though there may be certain general activities (e.g. Exhibitions, film shows etc.) for all the groups participating, (parents, pupils and teacher), there should be separate sessions for each to suit

its standard and cater for its specific problems. (2) Instead of remaining passive listeners, participants should be encouraged to participate as actively as possible.

A few illustrative suggestions for organising a Career Conference are given below :

(a) Pupils' Session : The session should consist of activities organised by the pupils themselves ; (1) Debates "Every student passing the School Final Examination should aspire to join the University" etc. (2) Humorous writings or caricatures on courses and careers (3) An essay on 'My Career' (4) A Dance-Drama on 'Lure of the Courses' illustrating a few courses, and how one may choose the one best suited to his interests and abilities.

(b) The Teachers' Session : (1) A Brains Trust in which one of the teachers may be the Question Master, while the Trust may be composed of the following—A representative of the State Education Department, a representative of Head-masters, a Teacher-Counsellor, a representative of the National Youth Employment Service, and a representative of the State Bureau for Educational and Vocational Guidance (2) Group discussions by teachers : Work load on teachers because of the introduction of guidance work, and how it can be minimised ; specific benefits which may be derived from the guidance service ; how far it will improve the school work in general ; place of teachers in guidance works ; what difficulties are likely to be encountered in setting up a School Guidance Service and practical measures to overcome them etc.

(c) Parents' Session :

The parents' session may consist of a symposium on the respective roles of parents and teachers in guidance work (in which both parents and teachers may participate); group-discussions between parents and teachers on specific guidance problems ; showing of guidance films and organisation of guidance exhibitions ; free distribution or sale of guidance pamphlets, specifically written for parents ; presentation of guidance problems through dramatic scenes or a Dance Drama by the students ; short talks on their respective profession by selected parents for the benefit of fellow parents, etc. Whenever such sessions are organised the keynote should be the enlisting of the active partnership of parents in their own education concerning their guidance responsibilities.

6. Work Visits and Excursions

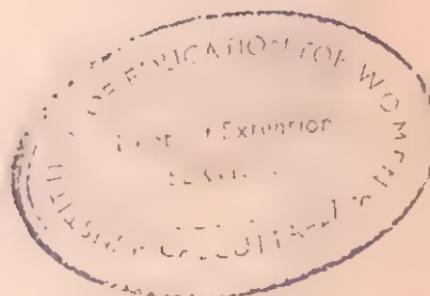
In order to orientate students to the world of work and to give them real experience of conditions in different fields of

work, progressive schools in U.K. and U.S.A. arrange for groups of senior pupils to visit factories, offices and other places of employment so that they may get a first-hand impression of conditions of work in various types of employment. In countries where labour is in short supply, employers are eager to co-operate in arranging such visits and to help to make them as rewarding as possible. In India there has been, till recently, little desire on the part of schools to organise such visits, and little eagerness on the part of employers to welcome them. But there has been a noticeable improvement in both respects recently. The Calcutta Rotary Club, in co-operation with the local Chambers of Commerce, recently issued an invitation to schools to send groups of senior pupils on carefully guided visits to selected industrial and commercial undertakings, and many schools gladly accepted the invitation. Such conducted visits, if carefully and systematically organised and followed up, can be excellent means of vocational orientation for the students by giving them an inside, first-hand picture of the respective advantages and disadvantages of different types of occupations.

Work experience programmes of a more complex type can take the form of a project, involving a small scale group survey into an individual profession or actual participation by students for brief periods in the work of an office, firm, or factory in which they learn about a job on the job. In U.S.A. where these schemes have been most fully worked out such work experience are of various kinds. Large offices, for instance, permit girls or boys studying for commercial occupations to work in the office for a week or ten days as full or part-time members of the staff. During this period, the students, under general supervision and guidance from both their teachers and senior members of the office staff, are treated as far as possible like real workers. They take down letters for clients, eat in the Canteen with full-time workers, keep the same hours and are paid for their work at time rates so that the experience is as far as possible, one of actual working conditions. Perhaps the most valuable part of such experience is the opportunity to talk and mix freely with a cross-section of people in the business and get a true and comprehensive picture of its advantages and disadvantages. Similar work experiences are provided for boys and girls in factories and workshops etc. Such work experience, if organised to be educative, carefully chosen to suit individual tastes and abilities, sufficiently varied, and jointly sponsored and supervised by school authorities and employers, can be of immense help in vocational orientation and guidance. The scope for such intimate and

satisfying insights into various careers may be limited in India, but it should not be ruled out as a goal for future endeavours.

In conclusion, it must be emphasised that while the school is not the only, or even the principal agent in the collection and dissemination of information about occupational opportunities. Yet the guidance personnel in the school have a definite part to play in adapting the generalised information they lay their hands on to the special and peculiar needs and conditions of their own students and their parents and guardians. Only thus will such information become vital and significant, and enable the student to make a wise choice of his future vocation in the light of the fullest possible and most accurate information available both about himself and about the vocation he is about to enter.



CHAPTER TEN

GUIDANCE SCHEDULE AND COUNSELLING

The different types of information to be collected about a pupil for guidance purposes have been discussed in Chapter 8 & 9. It should be noted that the collection of information is only a means to an end; mere stock-piling of information about a pupil may not make us wiser about him, in fact it may prevent us from seeing the wood for the trees. Information collected should be summarised so that it may be studied at a glance; it also needs to be carefully interpreted before it can yield its full value. Moreover, such information should be arranged in such a manner so as to be sufficiently revealing in regard to the particular problem of guidance at issue. For example, if the problem is which of the courses (Humanities, Science, Technical etc.) best suits the abilities, attainments, interests, personality traits etc. of a particular pupil, the information collected about him through school attainment tests, psychological tests, personality ratings, enquiries from parents, teachers, pupils and other sources should be summarised to reveal which of the courses appears, from the collected evidence, best suited to him (See the "Guidance Schedule" presented later as an illustration).

Personality Profiles

The presentation of information collected in "profile" forms has been found to be most suitable for the above purpose. A profile is a diagrammatic presentation of the data collected. A diagram not only presents facts, but also indicates relationships between them. A map (diagram), for example, besides spotlighting certain places indicates the relationships of distance and direction between them. A diagram or profile drawn of the potentialities of pupils may indicate several things: (1) It may indicate the relationship between his potentialities and those of the group to which he belongs (average, above average, below average etc. in terms of the group). (2) It may also reveal relationships between the varied potentialities he himself possesses e.g. whether his number ability is higher than his spatial ability; (3) Further, for guidance purposes, we have to indicate the relationships

between his potentialities and the courses or jobs available to him.

Guidance Schedule :

The Guidance Schedule given below is an excellent method of tabulating and presenting information vividly and graphically.

GUIDANCE SCHEDULE

SECTION I: General Data

Name of the Pupil.....
 School..... Class..... Sec..... Roll no.....
 Date of Birth..... Year..... Day..... Month.....
 Father's Name.....
 Guardian's Name.....
 Address.....

SECTION II. Distribution of choice or desires, likes, interests, co-curricular activities, leisure-time activities or hobbies, teacher's estimates etc.

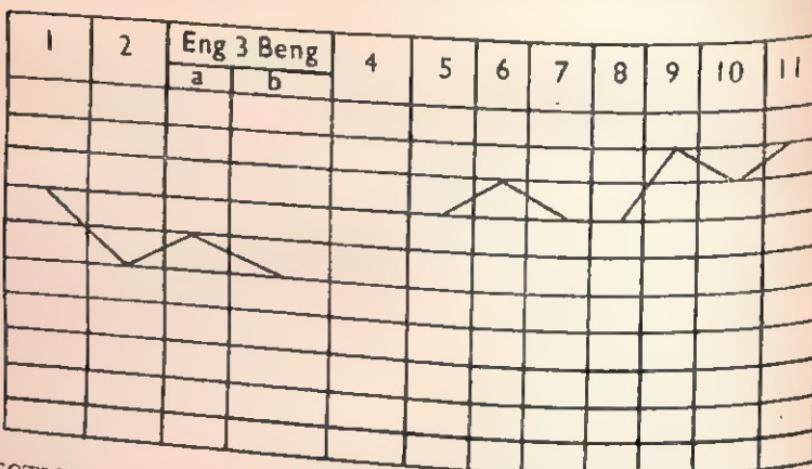
Pupil's Point of view :	General Humanities	Scientific	Techni - cal	Guardian's Point of view :	From School Re - cord :
P1. Choice				G1. Desire.	S1. Co-curri-
P2. Interest				G2. Parent's Occupa-	cular ac-
P3. Liwing for sub- jects.			S 3	tion.	tivities
P4. Liking for per- sons			S 1	C2. Interest (Cpl).	
P5. Co-curri- cular ac- tivities.			P 6	G3. Interests.	S3. Teacher's Sugges-
P6. Leisure- time ac- tivities or hobbies.			P 5		tions.
		G 3	P 3		
	P 4	G 2	P 2		
	S 2	G 1	P 1		

SECTION III. Achievement Profile (from School Records).

HUMANITIES

SCIENCE

TECHNICAL

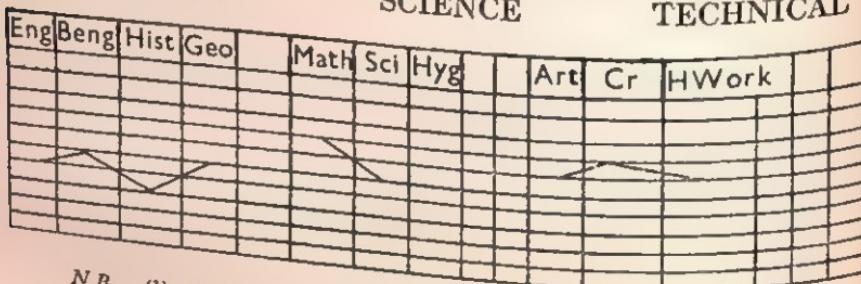


SECTION IV. Ability & attainment Profile (from psyl. & objective tests):

HUMANITIES

SCIENCE

TECHNICAL



N.B. (1) General Intelligence, (2) Verbal Ability, (3) Attainment in Lang. (4) G. Intelligence, (5) Number Aby., (..) Math. Attainment, (7) Sc. Apt., (8) General Intelligence, (9) Spatial aby., (10) Geo. Aby., (11) Mech. Apt.

SECTION V| Significant Personality Traits:

As seen by Teachers: Ambitious/Hardworking/Responsible.

As seen by Guardians: Ambitious/Hardworking/Responsible.

Behaviour Disorders (if any):.....

SECTION VI. Course Recommended : The profiles in all the three Sections indicate the suitability of the pupil to the Technical course. But the guardian (parent) desires science course for him. The parent should be counselled.

It may be remembered that it has been stressed earlier that interests, attainments, abilities and personality traits are the four aspects considered vital for success in any course or career. In the illustration given above three profiles of the

pupil have been drawn, one for each of the first three aspects. No profile has been drawn for personality traits because personality traits are considered to be of general importance and equally relevant to all the courses.

How to Fill in a Guidance Schedule

Section I : This needs no explanation.

Section II : The Interest Profile has been drawn in the form of Histograms. Information collected from the pupil, his guardian and the School Record on the points indicated in the Guidance Schedule form the basis for the profiles. The Interest Profile could also have been drawn, more accurately perhaps, on the basis of the evidence provided by an Interest inventory scored by the pupil, for, besides being more comprehensive and scientific in its appraisal and coverage, such an Inventory, if properly standardised, would also supply norms through which we would know whether the interest of the pupil in any direction is average, below average, or above average. Interest inventories however, also have their limitations—they often encourage a good deal of deception on the part of the pupil in scoring them which vitiates their results; as such they need to be cautiously and skilfully interpreted. However, if they are used to draw up the Interest Profile a separate place on the Guidance Schedule should be used for the guardian's desires and the teacher's suggestions. Meanwhile in the absence of properly standardised Interest inventories the method outlined above may be used with profit.

Section III : In the Achievement Profile, the school subjects have been divided into groups according to their relevance to success in Humanities, Science, and Technical Courses. These groupings are ad hoc at the moment, but it is hoped that, in course of time, research would reveal attainment in which subjects would be predictive of success, in which course. It should be noted that our present school subjects (till Class VIII) do not have relevance to all the different courses available on promotion to Class IX in a Multi-purpose school (or the different kinds of jobs which are available after that stage or after the School Examination). In the example given, attainments in subjects which have been taken as predictive of success in the technical course are non-examination subjects, and even under that category they are not available in most of our schools. Humanities and Sciences are, at the present moment, indeed the only two courses for which we have school subjects, attainments in which may be satisfactorily considered for guidance purposes.

Attention should also be drawn to the fact that for the purpose of comparison, marks in each subject have been reduced to a standard score with the mean at 50. The profile reveals the position of the pupil in each subject in reference to the group e.g. class in which he reads. (When standardised attainment tests are available, the pupil can be compared with all the pupils reading in his class in the state and speaking the same language). For example, in English, we learn that the pupil is average (on the mean), in Bengali he is below average, but in craft work, he is much above average.

The profile also enables us to compare the attainment of the pupil in different subjects with reference to himself e.g. the pupil is weakest in history, strongest in craft-work etc. Study of the profiles should also tell us which course (in reference to which profiles have been drawn) will suit the pupil best in consideration of his present attainments (Technical, in case of the example given).

Section IV: The classification of abilities and scholastic attainments (in case of attainments, the results of standardised tests are considered here), made here is also arbitrary, awaiting verification by research findings. The scores have also been reduced to standard scores with mean at 50. The profiles should be read on the same lines as has been done in case of those in section III.

Section V: No profile has been drawn for personality traits; for the purpose of drawing profiles, evaluations have to be done in quantitative terms; this has not been done in case of personality traits. Moreover, to draw profiles, personality traits have to be grouped to match the courses. But the traits which have been considered here are generally relevant to all the courses. If personality traits could be grouped in terms of the courses (prediction concerning which is being attempted), and if they are evaluated quantitatively, profiles might be drawn to indicate future success in this or that course on the basis of the personality traits (e.g. Imaginative approach to problems, tendency to keen observation and precision in work Science and Technical courses respectively).

Interpretation of the Guidance Schedule

This is a difficult and complex job. The first problem facing the interpreter is the relative importance to be given to the three profiles drawn in selecting the best course for the pupil. In the example given, there is no problem involved as the profiles in all the three sections have agreed, indicating that

the technical course is best suited for the pupil. But this will not always be the case. Some degree of subjectivity in interpretation cannot be avoided in case of disagreement between the sections. The following points are intended to be rough guides in this difficult task :

(1) Greater weightage may be given to the ability profile. Abilities are innate and relatively fixed ; while attainments can be improved and interests can be changed, abilities are difficult to improve to any appreciable extent ; we are to a very great extent limited by the abilities with which we are born. At the same time we should exercise caution in regard to the possibility of a fairly large margin of error in our evaluation of abilities ; further abilities can, to a certain extent, be compensated by environment, motivation and accompanying hard work etc.

(2) In giving weightage to attainments in guidance work, we should consider the nature of the subject, and the standard of attainment expected to be acquired and whether deficiencies in attainments may be made up. There are subjects in which deficiencies in attainments can be made up more easily, while there are others in which deficiencies cannot be easily made up (e.g. *Difficult* : Mathematics, Language. *Easy* : History, Geography).

(3) Interest may be considered as a key to success in any field. Even with the possession of the necessary potentialities in abundance, success will not follow if the pupil does not have a real interest in the course or vocation suggested for acceptance. Moreover, the purpose of guidance is not only to ensure success, but also to secure the best possible adjustment to the course or vocation which may be selected. Interest is the best indication for the latter. But it may be noted that interest and ability do not always go together, and that it is possible to modify interests through education. An individual having a potentiality in a certain field may develop an interest in it easily if placed in favourable circumstances. In case the interest of the pupil runs contrary to his potentialities and social circumstances, attempts should be made to redirect his interests to lines best suited to him. But it should also be emphasised that until the interest can be changed, guidance against it cannot be effective.

In India, special emphasis should be laid upon the desires and ambitions of parents about the child. In our present social set-up, parents bear the burden of the education of the pupils and suffer or enjoy almost equally with them in their failures or successes. Guidance given against the express wishes of the parents is not expected to be effective.

Counselling

Having carefully studied the Guidance Schedule, and consulted information about available courses and careers, the Teacher-Counsellor may arrive at a tentative conclusion about the course likely to suit the pupil best. But his conclusion is of little value unless it is willingly accepted by the pupil and his parents, for it is not unusual to find that the pupil and his parents hold different views. Again, there may be cases about which the Teacher-Counsellor may not be sure of the best course to be followed even after all information has been collected; it is possible that additional facts may be revealed during consultation with the pupil and his parents which may modify the original conclusions drawn by the Teacher-Counsellor. However, it is more than likely that in a good number of cases there will not be any serious difference of opinion among any of the three persons concerned—the Teacher-Counsellor, the pupil and his parents; but even in those cases, it pays to discuss the collected data with the pupil and his parents, with a view to help them to gain additional insight and additional motivation to pursue the course; hence, it is necessary that the Teacher-Counsellor should have personal consultation with the pupil and his parents in all cases.

Besides providing curricular and vocational guidance, there may have to be consultations with the pupils (and also with the parents when considered necessary) in order to help them to solve other problems such as scholastic backwardness and maladjustment. All these activities are broadly grouped under the term *Counselling* which forms the core of the guidance programme.

Counselling in schools may be defined as the exchange, analysis and interpretation of pertinent information between the Teacher-Counsellor and the pupil with a view to assisting the latter in solving his problems e.g. (Selection of courses and careers, scholastic backwardness, problem behaviour etc.). The following may be considered as specific purposes for *Counselling*.

- (1) Interpreting test results (of attainments and potentialities) to the pupil in reference to his problems.
- (2) Helping the pupil in the choice of appropriate courses and careers.
- (3) Analysing his failures and suggesting remedial measures.
- (4) Stimulating the pupil to put forward his maximum efforts.
- (5) Providing information to the pupil on available courses

and careers and stimulating him to seek further information in the field.

(6) Assisting the pupil in selecting educational institutions for further study and training.

(7) Assisting him to find means for financing his future education, through work, apprenticeships etc.

(8) Analysing, and helping the pupil to analyse his adjustment problems.

(9) Arranging for the correction of the physical defects of the pupil, if any.

Directive and Non-Directive Counselling

Usually a distinction is made between two types of Counselling—Directive and Non-directive. In directive counselling, the goal is already in the mind of the Counsellor and the purpose of counselling is to have it accepted by the pupil through analysis, reasoning, persuasion, suggestion etc. In India, we seem to have a tradition of directive counselling. The whole of the Bhagavadgita may be taken as an excellent example of directive counselling (Sri Krishna, the Counsellor, and Arjuna, the Counsellee). The situation between the preceptor and the disciple, may be taken as a typical directive counselling situation. In almost every family, even to-day, the parents play the role of counsellor to the children. Directive counselling can be a real success only when the Counsellor can be cocksure of his conclusions, and when there is a very favourable relation between the Counsellor and the counsellee so that Persuasion and suggestion can be most effective.

But now-a-days, guidance workers are inspired by a different philosophy. Counselling is now considered to be a dynamic process. It is believed that the Counsellor cannot be sure from the start what is best for the pupil, but in the process of analysis, discussions etc. the goal may become gradually apparent to both the Counsellor and the pupil. Moreover Persuasion and suggestion are not considered to be very desirable methods for developing the goal in the mind of the pupil. The pupil should work out the goal for himself, and not have it imposed on him by others. The Counsellor has to help in this task. At every step in counselling, the Counsellor and the counsellee proceed hand in hand: the facts (information about the pupil and about social opportunities) are placed on the table: they are analysed and interpreted jointly with reference to the problem at hand.

In fact the Counsellee has to be more active during the process than the Counsellor; it is he who has to develop the

insight and frame the goal, and make attempts to realise it.

The following may be regarded as the different stages in Counselling : (i) Recognition of the problem, (ii) Analysis, (iii) Realistic consideration of the data, (iv) Planning the action, (v) Taking the action.

In directive counselling, the Counsellor predominates during all these stages and the role of the counsellee is to accept the conclusions or decisions taken at each stage. In non-directive counselling the conclusions and decisions are made by the Counsellee, while the role of the Counsellor is to help him in arriving at them.

Counselling Procedure

To start with, there must be a problem faced by the counsellee for which counselling is needed. The problem may be very vague and superficially felt at the start (e.g. he needs a job, or he is not quite happy with all the subjects he has to study), and the pupil, on his own accord, may not seek the Counsellor. The Counsellor may have to take the initiative in the sense that by casual meetings and other means he may help the pupil to realise the dimension and intensity of the problem so that he may be motivated towards the solution of the problem : once this is achieved half the battle is won. In successive meetings the Counsellor will help him to delimit and pinpoint the problem, so to make it more specific and concrete (e.g. the problem for him is not to find a job, but which kind of job, would suit him most, and which would satisfy his ambition most, after deciding on a category of job ; the problem next is to select the best one for him, and so on). This process continues from stage to stage throughout the whole counselling period and has a functional relationship to the other stages of counselling. After the problem has been properly recognised, it has to be thoroughly analysed in terms of the potentialities and attainments etc of the pupil. Then it has to be considered with reference to the social situation (particularly that in which the pupil is placed). After realistic consideration of the problem, action has to be planned (e.g. which course to take to prepare for the selected job, where to get it etc.). Success, to a large extent, depends upon detailed planning.

Even after the planning and taking of appropriate action, the need for counselling does not end. Problems of different types may crop up. Sometimes, the action taken may be found to be wrong after actual try out. Follow up work is therefore considered essential; contacts between the Coun-

sellor and the pupil should continue for some time after the action has been taken.

Basic Principles underlying Counselling

While engaged in counselling, the Counsellor should keep the following principles in mind:

(1) He should establish proper rapport with the Counsellee; in fact rapport is established through casual meetings before formal rapport is established through casual meetings before formal counselling begins in most cases. The pupil should develop confidence in the Counsellor and should come of his own accord to him. Even when such is the case, there may be a brief general talk, to help the pupil to face the situation comfortably. A person under the stress of a problem having his first meeting with the Counsellor to attempt a solution to his problem is sure to feel a little anxious about the whole situation; hence if proper rapport has not been established earlier, the first attempts should be directed towards it. The key to success in the attempt is to show genuine interest in the pupil, his problems and needs and to begin the talk with discussion on pleasant topics. (2) Remember that the counsellng situation is a dynamic one. Though a Counsellor may make mental preparation, he cannot follow any set pattern. He can never foresee all developments during the counselling process; the needs of the situation should guide his behaviour. This makes counselling a particularly difficult, and at the same time, delicate work. Thorough knowledge, penetrating insight, long experience and great alertness of mind are constantly at demand during counselling. (3) The Counsellor should not interrogate the pupil unless he must; information about him should be gathered before through other sources; the pupil should only be questioned for information which he alone can supply orally. (4) The Counsellor should try to be a good listener. The Counsellor should speak the least. Let the pupil have his say. Do not usually interrupt him. (This requires patience and training). Do not try to thrust your viewpoint on him. Maintain a non-committal attitude and encourage him now and then as he is speaking. (5) The Counsellor should control the situation. Though the Counsellor is not expected to speak much, he should see that the counselling situation keeps to the point and serves the purpose for which it has been meant—it should not turn into a mere chitchat. Whenever the pupil strays too far off the point, he should bring him to the point through leading questions; when the counsellee is not inclined to speak, he should enthuse him, and

may even sometimes give a lead to be followed by the pupil. Throughout, the counselling situation should remain within his control. (6) Formulating proper questions is also a skilled job; questions should not be embarrassing or suggestive. Often indirect questions are found to be more productive. The questions should not be too pointed; the object being to get the pupil talk, questions are expected mostly to serve as stimulants. (7) The Counsellor should make full use of any questionnaire which the pupil might have completed. (8) The Counsellor should studiously avoid expression of critical attitudes either in words or looks. Also he should avoid moralising; no expression from him should have an inhibitory effect on the expression of the pupil. (9) He should allow sufficient time for adequate handling. Do not rush—do not try to economise time—let the pupil proceed at his own speed and take his own time. (10) The Counsellor should keep within the bounds of his own knowledge and defined responsibility. (11) He should be careful that the discussion covers all the points that need to be covered. (12) There should be some system of recording the discussion. But the Counsellor should be discreet about note taking, he should not take too many notes. Moreover, when something important it brought up, it should not be written down at the moment in order to avoid arousing the curiosity of the pupil as to what is being recorded.

The individual counselling of pupils through a series of personal interviews in which the personal, educational and vocational problems are discussed by the Counsellor and the pupil with a view to help the latter to solve his own problems has become an essential part of modern educational vocational guidance practice. If, to quote Donald Super, "vocational guidance is the process of helping a person to accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality with satisfaction to himself and benefit to society," there is no doubt that personal counselling, properly understood and carried out, will most easily and effectively get to the heart of the matter, and that a sound training of every Teacher-Counsellor in it is essential.

Case work in Guidance

It should be noted that educational guidance or counselling is not worth its name, without application of remedial measures, when required. Because of faulty education, pupils often develop behaviour patterns inconsistent with their poten-

tialities; in such cases proper guidance cannot be given to them without dealing first with the undesirable behaviour. For example, a pupil, otherwise suited for the medical course, may not be able to offer it because he has developed a phobia against anything dead; again, another pupil whose potentialities indicate a science course for him, may not be able to pursue it because for some reason or other he has become backward in mathematics. Such cases have to be studied in special detail and remedial measures have to be patiently applied before guidance proper can be given to them. A very brief discussion of the causes of a few types of problem behaviour and the methods for studying them is made below.

Children with Problems

Types of problem behaviour commonly found among in school pupils may be classified as follows:—(1) Those which interfere with the effective functioning of the pupil, both as an individual and as a member of the school society e.g. day-dreaming, nervousness, destructiveness etc. (2) Those which are prejudicial to the proper development of the school society e.g. stealing, disobeying authority etc. (3) Those which stand in the way of adequate scholastic attainments of the pupil, e.g. inattention, bad work-habits etc. It may be added that modes of behaviour of pupils which are against society and are cognisable by law are termed as delinquency.

Problem behaviour was previously considered to be the outcome of innate wickedness on the part of the pupil, but now it is generally believed to result from his mental ill-health. Problem behaviour is considered to be a disease from which pupils may be cured through appropriate remedial measures.

A. Simple Behaviour

An undesirable form of behaviour may manifest itself without any mental conflict because the pupil is not conscious that he is doing anything against the social norms in satisfying his desires. An individual pupil, for example, may satisfy his desire for acquisition by taking others' articles at will without being conscious that he is committing an offence, as he has been a pampered child and as he has been accustomed to such behaviour at home. Again a child born in a criminal family may steal without any sense of offence; his only worry being to avoid detection. Such undesirable behaviour develops because of the lack of social development. The remedy is to make the pupil conscious of the social norms and standards through different methods.

B. Reaction Behaviour:

Reaction behaviour results from conflicts. As the direct satisfaction of desire is inhibited, because of social taboos, an attempt is made to derive satisfaction through substitute behaviour. Reaction behaviour is disguised behaviour. For example, in a school a rich man's son was found stealing trifling things like pencils etc. from his classmates. The parents of the child, who were strict moralists, were extremely pained at that. On inquiry it was revealed that because of too many restrictions and frustrations at home from his infant years, the child has developed negative attitudes towards his parents. In his unconscious mind, he felt pleasure at the distress which the parents felt at the reports of his stealing coming from school. The remedy for the behaviour was the promotion of better relationships between the child and his parents. To give another example, a pupil may be inattentive in the class because he is indulging in day dreaming; this day dreaming may in turn be caused because of excessive frustrations and an attempt at satisfaction through wild imagination.

C. Neurotic Behaviour:

When both the desire as well as the social inhibitions are very strong, the whole personality is thrown out of gear and completely irrational behaviour emerges as substitute behaviour. For example, an adolescent developed a bathing and washing mania; whether it was hot or cold, whether he was ill or well he had to bathe and wash his clothes four or five times a day. On enquiry it was found that he was indulging in masturbation, and had developed an excessive guilt feeling on account of it.

At present, the theory of necessary conflict between human desire and social norms is not accepted by many psychologists. But non-the-less it is believed that problem behaviour largely results from conflicts created by frustrations due to defective social organisation. It is society which stimulates needs in the individual, and, again, it is the same society which has to provide channels for their satisfaction. Problem behaviour results when there is a lag between the needs stimulated, and the means available for their satisfaction. For example, in industrial cities, the social situation is such that the material needs of everybody are greatly stimulated, while the means for their satisfaction are confined to a few. This results in stealing, delinquency and many other types of problem behaviour. It may further be added that the same problem behaviour may

fall under different categories and result from different causes. Hence to understand problem behaviour, we should try to know the past history of the individual—what needs have been stimulated in him, how have they been frustrated, what reaction patterns have been formed etc. should be studied in detail.

Education is now considered to be the best cure for problem behaviour, for, the deliberate manipulation of the environment provided by education will, in most cases, change a socially unacceptable pattern of behaviour by providing for the satisfaction of legitimate needs. Helping the pupil to get an insight into the cause of the behaviour, and sometimes allowing emotional outbursts before one whom the pupil loves, and in whom he might have developed faith, also helps.

The Case Study Approach

It is most important for the teacher to understand the causes of problem behaviour. For this purpose, the past history of development of the pupil concerned has to be studied in detail. This is known as a 'Case Study'. A Case Study form is given at the end of the chapter to indicate the different aspects of the development of the pupil which have to be studied. Such a study will give the teacher an insight into the genesis of the behaviour, and enable him, either to devise himself a suitable course of treatment, or, if the case is a complicated one, to refer it to the appropriate expert i.e. psychologist, psychiatrist or social worker for appropriate treatment and cure.

CASE-HISTORY OUTLINE

I. Identifying data.

Name, date of birth, age, sex, class school, names of members of family with relationships.

II. Statement of the problem.

Who is referring the case and why? What is the nature of the behaviour disturbance? Who is being disturbed? Give specific examples. In some cases it may be helpful to give at this time a brief history of the evolution of the problem.

III. Congenital and physical factors.

A. Congenital factors.

Inquire regarding insanity, fickleness, epilepsy, glandular disorders, alcoholism, "nervous breakdown", instability, queerness, etc. in the maternal and paternal relatives, parents & siblings.

B. Physical factors (developmental).

Inquire regarding condition of mother during pregnancy; nature of delivery; history of any birth injury childhood diseases; (give course and any residual of each); accidents, convulsions, fainting spells, glandular disturbances; attitudes of parents toward health; age of weaning, age of walking, talking, teething, inquire especially regarding diseases of the nervous system, encephalitis, chorea, "nervousness", nervous indigestion, prolonged sleeping spells, secure height and weight norms secure report of medical or physical examination.

IV. Environmental forces or situations.

A. Factors in the home.

1. Father.

Inquire regarding his own childhood experiences, his education, occupation, and economic status, religion and dominant personality traits. His attitude toward wife and siblings; kindly, sympathetic, dominating, democratic, etc. Hobbies, recreational interests, talents, physical characteristics, frustrations, and other important factors which may help to indicate his influence on the behaviour of the child.

2. Mother.

Same as for father, and in addition inquire regarding the expression of the material relationship. Is it one of rejection or over-protection? Follow up, depending on the problem or the tentative hypothesis established.

3. Sibling interrelationship.

Attitude toward each other, their health, undue quarreling, rivalry, closely knit, schooling, present whereabouts, or occupations and activities.

4. Physical conditions in the home.

Secure a brief chronological account of home life from birth to present time, including changes in residence, foster-home placement or the like. Inquire regarding orderliness, cleanliness, regularity, sleeping arrangements, facilities for recreation.

5. Methods of control and supervision.

Inquire if parents openly disagree in regard to discipline. Are they consistent? What kind of discipline, bribes, threats, deprivations? Are the parents indulgent, lax, repressive, cruel, just and sensible? Are there home duties or responsibilities?

B. Community and cultural factors.

Inquire regarding extent to which family has accepted the dominant community culture.

Inquire regarding neighbourhood; if possible give delinquency or other rates; economic status, social controls recreational opportunities.

C. Educational factors.

Inquire regarding age of entering; record of schools attended with location, grades repeated or skipped any special difficulties in school subjects—reading, arithmetic, etc.

Attitudes towards teaching subject liked best and most, extracurricular activities, evidence of leadership, rank in class, educational plans and ambitions.

D. Recreational factors.

Inquire regarding leisure-time activities. Are they solitary or with groups? Is child sought out, tolerated, or rejected by others? Are there signs of leaderships? Kinds of activities enjoyed? Do other members of family participate? Membership in gangs, clubs. Does subject have hobbies or special interests?

V. Reactions to the congenital, physiological and environmental forces which may have influenced present behaviour.

A. Reactions in early childhood.

Emotional reactions, inquire regarding temper tantrums and how met by parents, signs of stubbornness, suspiciousness, sulking. Fear reactions, their origin and how handled by parents, any night terrors or sleep walking. Love reactions, attachment to parents, dependent, over-affectionate, shy, fearful. Thumb-sucking, nail biting, masturbation etc. Is child unusually sensitive, withdrawn, and secretive? Is he listless, distractable, hyperactive? Is he quarrelsome, impatient, selfish, cruel to other children or to animals? Is he inattentive, disinterested in surroundings, fussy, repressed, tense?

B. Reactions in later childhood and adolescence.

Inquire regarding freedom of expression, dependency on parents. Is subject becoming emancipated from parental control? Is he happy in group activities? Is he predominantly happy and carefree, outgoing, extroverted? Does he have many friends, is he a leader? Is he at ease with the opposite sex? What are his dominant recreational activities? Has he had any delinquency record?

VI. Sources of information in order of importance (amount of information received).

Give name, address and relationship to the child of each person furnishing information. Statements of other than the main information should be indicated. Impression of the informant: note appearance, intelligence, personality, insight, attitudes, and cooperation. Evaluate the reliability and adequacy of the information given. Evaluate the informant's capacity, intellectually and emotionally, to cooperate in a plan of treatment of the child.

To be attached :-

1. Individual Intelligence test scoring sheet.
2. Medical Report.
3. Scholastic Report (present).
4. Achievement Record (from the beginning of school-going).
5. Anecdotal record—of typical and atypical behaviours.
6. Observation reports—during testing, at home, in class, in play-field with peers, with parents, with siblings, etc.
7. Interview Reports.

NEED FOR CURRICULAR GUIDANCE

During the period a student is in High School, guidance mainly takes the form of educational guidance, which acquires a more specifically vocational bias in the last two or three years of his schooling. The main function of educational guidance at school is broadly to help the child to acquire a sound and comprehensive knowledge about himself, about his strong and weak points to enable him to best use the period of schooling to develop the former and strengthen the latter. The main guidance instrument in the school for the achievement of his dual objective is the school curriculum. It is through his participation, successful or otherwise, in the curriculum that a student, with the help of his teachers, is able to realise his strengths and deficiencies, and is largely through the curriculum that he should be guided to exploit the former, and remedy, partially or totally, the latter.

The curriculum of a school is, therefore, both a diagnostic and a remedial instrument—or at least it should be: given an effective curriculum, guidance can accomplish much, without it a Teacher-Counsellor will be like a skilled surgeon who lacks some of the essential instruments with which to diagnose and operate upon the diseases his patients are suffering from.

To achieve the above purposes, the curriculum should have the closest relationship with society. In the broadest sense, the curriculum incorporates all school activities; it should therefore also include such knowledge, activities and experiences considered specially necessary for guidance work (information in regard to social opportunities in the fields of courses and careers, excursions to particular places etc.).

It will be pertinent to examine, briefly, our present Secondary school curriculum, from the guidance point of view.

The Secondary school curriculum in India was originally drafted on the model of English, 'Grammar School' curriculum which was intended to cater for the needs of the prospective entrants to the Universities. As a product of the classical and humanistic movement, the Grammar School curriculum in U.K. long retained its literary bias to the neglect of subjects which had greater practical or social relevance. The importation of such a curriculum to Indian soil made the position still worse. From the points of view of the needs of the Indian pupil, it proved extremely narrow. It allowed little scope for the development of their diversified talents and gave no scope to

them to try their hands at different activities or to explore their interests and potentialities. It did not even acquaint them with the society in which they lived. Subsequent modifications of this curriculum were effected from time to time, but the spirit in working them out remained unchanged; the same emphasis on book-learning, the old-fashioned lecture method, the rigid adherence to text books and the acceptance of examination success as the *summum bonum* of education continued. There is, alas, also legitimate ground for apprehension that the latest reforms in curriculum (Higher Secondary School Curriculum) are being implemented by many schools in the old spirit.

Curriculum Limitations from Guidance View-point

This narrow, limited conception of the curriculum, which is still largely prevalent in India, makes the existing Secondary School curriculum of limited value for guidance purposes, both as a means of discovering the individual abilities, interests and aptitudes of the students, and as a means of developing many-sided personalities for the following reasons :—

1. The existing curriculum is subject-centred, whereas educational guidance is child-centred, regarding subjects as only one means of discovering and developing the child varied abilities and aptitudes.

2. The existing curriculum tends to concentrate on the development of a child's mind, or worse still his memory, to the relative neglect of the other equally important aspects of his personality physical, emotional and spiritual; whereas educational guidance aims to discover and develop all the talents and potentialities of the child, and promote the all-round personality of the child. Hence from the guidance viewpoint the so-called extra-curricular activities are as important, and on occasions, as in the case of Hobby Clubs, Student government etc. more important, an element in the curriculum of the school as the traditional subjects for they frequently reveal and give scope for talents and abilities that are only too often starved in the class-room, and their informal character often provides greater opportunities for really effective guidance work than the more formal class-room situation.

3. The traditional unilateral, University-oriented, bookish curriculum caters only for a small minority of children and spells relative frustration and failure to the rest. In such a situation the Teacher-Counsellor, endeavouring to provide proper educational guidance, is cribbed, cabined, and confined, for

NEED FOR CURRICULAR GUIDANCE

such a curriculum puts both the students and the Counsellor into a straight-jacket from which they cannot escape. The rigid, one-track nature of the usual Secondary school curriculum, its lack of a sufficient variety of diversified courses to suit the individual differences and varying abilities and aptitudes of the students, is perhaps its most serious drawback from the point of view of guidance. The Teacher-Counsellor's main task in giving educational guidance to the child concerning the curriculum is to fit the curriculum to the child; under present circumstance he will generally be compelled procrustean-fashion to fit the child to the existing curriculum.

4. One of the main functions of the education given at a Secondary School is to prepare the child for life, and hence one of the main tasks of educational and vocational guidance is to serve as a bridge between school and life. In attempting to prepare students for life, the Teacher-Counsellor finds the present Secondary School curriculum a hindrance rather than a help; for it tends to be, consciously or unconsciously, "out of tune with life." Hence, to quote the Secondary Education Commission, "it fails to prepare students for life. It does not give them a real understanding of or an insight into the world outside school into which they have presently to enter".

5. The fact that the curriculum and indeed the entire education of the adolescent, is dominated by the final School-leaving examination creates an examination complex and a climate of opinion in school, and in the community among parents and guardians at large that is hostile to the philosophy underlying true guidance. If examinations are to continue to be regarded as the Be-all and End-all of education, and their examination successes or failures are to remain the ultimate criterion of the true worth of individual children, teachers and schools we may as well abandon all thought of effective guidance in our schools. True guidance is based on the fundamental human value ideal that even the "dud" of the class, who will never in a month of Sundays qualify in the traditional type of examination, is a person of infinite worth; that its task is to find the 'one talent' which God gives to even the least gifted of mortals, and by developing it to its maximum possible extent to give the child a sense of self-satisfaction and self-respect that will enable him to accept philosophically and his limitations and deficiencies; it stems from the faith that every child, however unpromising, has a unique potential contribution to make to the good of the world which he must be encouraged and assisted to make, and that the ultimate test of education and of educational guidance is not whether the child passes or fails

in the School Final examination, but whether he succeeds or fails in the examination of life.

6. Men cannot thrive on culture alone, hence education must prepare the adolescent to live a good life and to earn a good living. This is doubly necessary in the India of today where the productive efficiency of every citizen must be developed to the utmost so that he can play his full part in raising his own standard of living and the standard of living of his poverty-stricken countrymen, and in the building up of the New India of our dreams. Since a relatively small percentage of Indians have the privilege of going to Secondary Schools, and since it is from the products of these schools that leadership at all level must come, our High Schools have the responsibility of preparing the majority of their students, who do intend to proceed to the University, for direct entry, after suitable professional education and training, into productive jobs of various kinds. One of the main functions of the Teacher-Counsellor, especially in the last two or three years of a child's schooling, is to provide vocational guidance to help the youth, in the light of his own abilities and aptitudes to choose a suitable vocation, and to start preparing himself, while still in school, to make a success of it. Here also the traditional, narrow, bookish Secondary school curriculum, lacking as it is in provision for technical and vocational studies and other diversified courses, is of little assistance to the Teacher-Counsellor; it may help to discover and to some extent prepare clerks and members of the learned professions; it is certainly not oriented towards the rich variety of vocational openings in the new rural, industrial, scientific and technological society being created in India today.

7. Finally the present curriculum tends to reduce the teacher to the position of a mere instructor, a giver of knowledge and the child to a passive recipient of such knowledge; the teacher, to quote Sir John Adams, is regarded as an "information monger" and the child regarded as an animated sponge. But, from the point of view of guidance, education is a bi-polar process through which both the teacher and the child in the joint pursuit of culture grow and develop simultaneously; the essence of education, and of educational guidance, is the influence of the adult personality of the classroom teacher or the Teacher-Counsellor on the immature personality of the child. Hence what the teacher is and does is more important than what he teaches, and in his informal, casual contacts with children outside the classroom, on the playing field, in camp,

or on a trek he might accomplish much more than he can in the classroom.

Both intrinsically therefore, and as an aid to effective guidance, the educational philosophy and the psychology underlying the present Secondary School curriculum, and the curriculum itself, weighed in the balance, are found seriously wanting. Hence the Teacher-Counsellor faced with the unenviable task of attempting educational and vocational guidance within the rigid framework of the existing Secondary School curriculum in India might be tempted to despair.

Welcome Developments in the Curriculum

Fortunately, however, thanks to the evolution and growth during the past quarter century of a more enlightened and liberal conception of the true nature and scope of education, and a more complete understanding of the psychology of the adolescent learner, a radically new conception of the curriculum has emerged among progressive educational theorists and practitioners in our country. The clear realisation that every child is a unique personality who must be educated in unique fashion has led to the 3 A's—education according to age, ability and aptitudes—taking pride of place over the 3 R's in the High School curriculum. It is realised today, more clearly than ever before, that every child is in his right an individual of immense dignity and worth, that John is much more important than the subjects he is taught, and that the essential task of education is to help him to attain full maturity of body, mind and spirit in, and largely for the society of which he is a member.

This newer and fuller conception of education has resulted in a minor revolution in the conception of the curriculum. The new Higher Secondary school curriculum is no longer conceived as a patchwork of subjects loosely stitched together; it is conceived as a complete, significant and meaningful whole which includes not only subjects to be learnt, but all the varied activities and experiences, curricular and co-curricular, that make up the warp and woof of a good school. The curriculum, to quote the Secondary Education Commission Report, should be conceived of as "the totality of experiences that a student receives through the manifold activities that go in class, library, workshop, playground and in numerous informal contacts between teacher and pupil, indeed the whole life of the school becomes the curriculum which can touch the life of the student at all points and help the evolution of a balanced personality."

Guidance an Integral Part of Curriculum

If we accept this progressive definition of the curriculum, it is logical to proceed one step further and to deduce that guidance should be regarded as an integral part of such a curriculum and not as something outside it. The co-curricular life of the school especially leaves much scope for "curricular development" for guidance purposes. Like curricular activities, co-curricular activities should also be preplanned and undertaken with the same amount of seriousness, indeed if the school has complete freedom in organising its co-curricular life, it can be the better utilised for guidance purposes. The following principles may guide us in planning the co-curricular life in our secondary schools.

Guidance Through Co-Curricular Activities

(1) It is essential that every school should have the following types of co-curricular activities, the details of the activities provided in the school, socio-economic background of the pupils, interests of the pupils, resources of the school and

(a) Activities for the development of the body, for the development of physical interests of the pupils. There must be provision for both outdoor games and exercises ; the type of games and exercises may vary from school to school.

(b) Activities for the development of the moral life of the pupil. During their adolescent years pupils should develop the values which society cherishes most. They should also develop desirable personality traits for successful functioning in life. This can be achieved through Youth Club activities of various kinds. Every school should have more than one youth movement e.g. Scouting, N.C.C., Social Service League etc. to suit pupils with different interests and dispositions. The youth movements may vary from school to school.

(c) Activities for the development of interests of pupils. Development of interests in line with one's potentialities is considered very important in educational guidance. Every school should have Hobby clubs for the purpose ; the specific hobbies to be provided will vary from school to school; the specific hobbies

(d) Activities to bring the school closer to society-excursions, participation in important social functions and social observances in school etc.

(2) At the very beginning of every year, the co-curricular activities during the previous year should be reviewed, before activities for the current year are decided upon, for in the light of experience, there may be changes from the previous year.

The activities should be provided in the Time Table (time schedule for the activities which are undertaken for only a limited number of days should also be made).

(3) Every pupil in the school should participate in each of the four types of activities tabulated above (though the specific activity may vary from pupil to pupil).

(4) Evaluations in co-curricular activities should also be made and entered in the Cumulative Record Card.

Guidance Implications of the Modern Curriculum

The liberal and enlightened conception, at least in theory, of the present day curriculum is fully in tune with the guidance view-point; both stem from the same philosophy and psychology of education. Modern psychology has demonstrated that the period of adolescence in most children exhibits certain characteristic features, and that, allowing for individual and sex differences, adolescents, have many physical, emotional, mental and spiritual needs and interests in common. A good Secondary School curriculum should cater for such common needs and interests. Further the demands of a modern democratic society, for fruitful life in which the adolescents are being prepared at High School, also predicates the provision of certain common curricular elements for all students at the Secondary School. What is generally referred to as the Core Curriculum endeavours to provide for such common social needs. Such courses are usually advocated as a compulsory part of the education of every adolescent.

Besides these common needs and interests adolescents also differ considerably physically, emotionally, mentally and spiritually, and a truly functional Secondary School curriculum must also take account of such individual differences. What are commonly referred to as "elective subjects" or diversified courses aim to provide for the individual needs and differences of adolescents.

The idea of a "Core curriculum" common to all Secondary School students, and a diversity of optional subjects, which can be elected according to their special interests, needs and abilities" has been admirably developed in the Report of Secondary Education Commission. The Commission outlined a Core Curriculum for all students at the secondary level (consisting of a group of Languages, Social Studies, General Science and Mathematics, and a Craft, that, it hoped, would help to prepare all students for citizenship in the new India, and initiate them into "the most difficult of all arts, the art of living". In addition to this Core, and as a means of providing

ing scope for the individual needs and abilities of the students, the Commission further proposed a variety of diversified courses—Humanities, Technical, Science, Agricultural, Commercial, Fine Arts and Home Science—which students could elect according to ability and aptitude and interest. These diversified courses, the Commission held, could either be provided in separate schools, or preferably, wherever possible, in Multipurpose schools. The proposal to replace the present unilateral Secondary school with its one-way type of curriculum by a Multipurpose school providing a sound general education curriculum for all, plus diversified courses to suit individual needs and interests was welcomed all over India. Over 500 Multipurpose schools have already been started in various parts of India, and many other High and Higher Secondary Schools are endeavouring to adapt their curricula along bi-lateral or multi-lateral lines.

Guidance And Better Teaching Methods

It should be noted that along with the change in the curriculum, there should also be a change in educational methods. According to the latest discoveries in the field of transfer of learning, how a subject is taught is considered as important as what is taught. If we desire that what is taught in schools should have a transfer value when the pupil enters actual life and faces its problems, we should lay due emphasis upon educational methods—rote learning and learning through passive reception (lecture method) should be replaced by learning by doing as far as practicable. Activity methods and individual study and group discussion methods can secure the maximum transfer in learning. Change in learning methods necessarily involves a change in the role of the teacher.

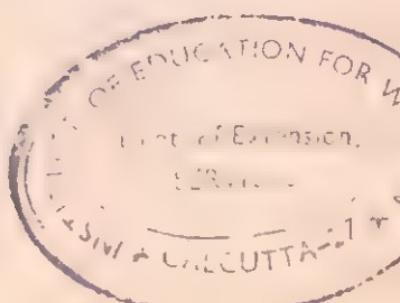
Integrated syllabus cutting across subject barriers as far as practicable and having a bias to life situations is also needed for successful adoption of the above methods (e.g. Social Studies and General Science syllabuses of the Higher Secondary Schools).

The rapid acceptance and development of this fuller and richer conception of secondary education as a stage in the education of all children, which, while providing for their common needs, will also be adapted to their individual abilities, purposes, aptitudes and interests which has led to the drawing up of a more liberal and flexible type of curriculum, is of immense significance to those interested in the spread of educational and vocational guidance; it also imposes new obligations and responsibilities on their shoulders. When the High school

curriculum was a one-way track allowing for few or no choices, and where the elements of flexibility and choice and adaption to individual differences were entirely missing, educational guidance, a primary objective of which is to help the student to choose subjects and courses suited to his individual needs and abilities and his vocational objectives, was impossible. The child had willy-nilly to fit the curriculum, not the curriculum the child, and guidance was meaningless and would have been regarded as an impertinence. The situation has now changed and is much more favourable from the guidance view-point. The introduction of diversified courses with liberal choice of electives creates both the opportunity and the need for careful educational guidance to be given to the children in the choice of the types of education and the options they elect. The little experience that has accumulated in Multi-purpose Schools shows how helpless the majority of children and their parents are, when it comes to making the crucial choice between the different "elective" groups of subject, without suitable guidance. In all Secondary Schools, therefore, and especially in the bi-lateral or multipurpose Higher Secondary Schools guidance is now essential and must be regarded as an integral part of the school curriculum. "The provision or diversified courses of instruction", states the Secondary Education Commission, "imposes on teachers and school administrators the additional responsibility of giving proper guidance to pupils in their choice of courses and careers".

Parents also have a right to have their say in this important matter and certainly the wishes of the children themselves should be consulted but "complete freedom of choice without any guidance is not educationally desirable, and in the choice of subjects pupils should get the benefit of expert educational guidance".

The evolution of the curriculum from the 19th century to the present day has been from the guidance point of view a slow but steady progress in the right direction. In the progressive Secondary school curriculum, guidance has an integral and vital role to play. "Guidance" to quote the Secondary Education Commission, "is essential for the success of any educational progress, and we hope before long it will be available in all our educational systems", and from part of the educational provision of every Secondary School in the country.



CHAPTER TWELVE

EVALUATING THE SCHOOL GUIDANCE SERVICE

Western countries are increasingly utilising Check Lists as a method of evaluating the efficiency of particular organisations. The authors believe that India could also begin profitably utilising this technique of evaluation. The check list can be scored both by persons inside the organisation, as well as by supervising teams specially appointed for the purpose. An additional advantage of this method of evaluation is that it helps to clarify ideas about the organisation to the evaluators. A check list for evaluating the Guidance Services of a school is given below. Even if the list does not immediately serve the practical purpose for which it is intended, it may be utilised as a summary of what has been said in regard to the guidance service in this book for it serves to spot-light the essentials of a good School Guidance Service.

A CHECK LIST FOR EVALUATING THE GUIDANCE SERVICE IN YOUR SCHOOL.*

Every item should be checked in terms of the following scale (inside the lefthand bracket).

- (A) Provision or Condition Good.
- (B) Provision or Condition exists to some extent.
- (C) Provision or Condition is present to a very limited extent.
- (D) Provision or Condition missing, but needed.
- (E) Provision does not exist at all or is not needed.

The overall evaluation should be made on the identical five-point scale whether it is attempted by the School authorities themselves or is made by an outside evaluator.

I. GENERAL NATURE AND ORGANISATION OF THE GUIDANCE SERVICE.

CHECK LIST A. *Guidance Concepts and Objectives*

1. Guidance work is integrally related to all aspects of the educational programme of the school. ()
2. It is planned with a view to help pupils to understand themselves—().
3. It includes activities which help pupils to develop, both immediate and long range plans. ()

* It has been drawn from check lists for the evaluating of Guidance services in use in U.S.A.

4. It is concerned with preventative and curative measures with regard to common maladjustments in pupils, and with providing remedial treatment for them. ()
5. It endeavours to assist pupils in making the right choice of courses and in developing vocational goals. ()
6. It aims at offering individual help to pupils whenever needed. ()
7. Problems, common to many or all, are used as a basis for organising groups activities. ()
8. The Guidance service assists in orienting new pupils to the school. ()
9. Guidance work assists pupils in achieving desirable goals. ()
10. The Guidance programme includes effective follow-up work. ()

EVALUATION

- (a) How adequate is the concept of guidance helped by all members of the school staff? ()
- (b) How extensive are the provisions for guidance work? ()

B. Guidance Organisation.

1. School Guidance work is directed by a Committee in which the teachers and parents are properly represented and in which the Headmaster and the Teacher-Counsellor assume their proper roles. ()
2. Guidance and instructional Staff members regard the Guidance Services as a co-operative undertaking in which teachers and Guidance personnel have inescapable and well defined responsibilities. ()
3. The School Guidance Service strives actively to secure the assistance of all who can help in realising the Guidance objectives (e.g. Parents, Youth Employment Exchange and other Community organisations). ()
4. The Guidance Service in the Secondary School is co-ordinated with similar services in feeder Schools. ()
5. The Guidance Service is co-ordinated with similar service beyond the School (e.g. Colleges, Industry etc.)
6. The School Guidance Service works in close co-operation with the Regional Bureau for Educational and Vocational Guidance and with the State Bureau for Educational and Vocational Guidance. ()

EVALUATION

- (a) How comprehensive are the fields of co-operation developed?
- (b) How effectively is the co-operation developed?

II. GUIDANCE PERSONNEL—Please Tick ✓ most Appropriate Columns.

A. The Teacher-Counsellor Possesses.

- I. A broad background of general education at least of degree standard.

2. A Teachers Diploma from a recognised Training Institution.
3. A broad acquaintance with Psychology and Mental hygiene with particular reference to adolescent behaviour and needs.
4. At least 3 months' full-time or 6 months' part-time training in the basic principles of guidance.
5. Adequate training in group guidance activities.
6. Adequate training in the techniques of mental measurements.
7. A practical training in Interviewing and Counselling techniques.
8. Adequate training in the collection, organisation and use of occupational, educational and other information necessary for planning by pupils.
9. Wide knowledge of employment opportunities, requirements, and conditions of the local labour market.
10. Adequate knowledge of the training opportunities for various occupations.
11. Wide knowledge of the post-Secondary educational opportunities and requirements.
12. The right personality for the development of desirable working relationships with other schools and community personnel.
13. The necessary professional attitudes in conducting Guidance activities and in handling confidential matters.
14. Popularity with pupils and capacity to mix with them freely.

EVALUATION

- (a) How satisfactory are the personal and professional qualifications of the Teacher-Counsellor?
- (b) How adequate has been his training?

B. TEACHER PARTICIPATION

- (1) Teachers and Counsellor understand and accept their mutual responsibilities. ()
- (2) The teachers believe that Guidance work is both as essential part of and a great help in general School work. ()
- (3) They maintain Cumulative Record Cards honestly and effectively. ()
- (4) They utilise the Cumulative Record Card in understanding pupils and in adapting teaching to individual needs. ()
- (5) Teachers and Counsellors meet in group conferences concerning pupils' problems from time to time. ()
- (6) Teachers co-operate in carrying out the recommendations of the Teacher-Counsellor. ()
- (7) Class teachers and the Teacher-Counsellor co-operate in gathering the fullest possible information about the pupils. ()
- (8) The teachers assist the Teacher-Counsellor in preparing educational materials for group guidance activities. ()
- (9) The teachers assist the Teacher-Counsellor in securing the active co-operation of the home in guidance work. ()

- (10) Teachers in specialised subjects strive to develop the varied interests and abilities of pupils through hobby club activities. ()

EVALUATION

- (a) How convinced are teachers of the utility to the School Guidance Service.
- (b) How readily do they co-operate in guidance work.
- (c) How extensive are their areas of co-operation.
- (d) How effective is the co-operation of the teachers in the Guidance programme.

III. GUIDANCE SERVICES

A. PUPIL-INFORMATION (Collection) —Please Tick ✓ where appropriate.

- (1) Appropriate tests are administered periodically.
- (2) Personal-data blanks are unutilised.
- (3) Individual interviews with pupils are a feature of the Guidance Programme.
- (4) Periodic physical examinations are carried out.
- (5) Periodic ratings of pupils by teachers are attempted.
- (6) Interviews with parents, other family members and intimate friends of the pupil are an integral part of the Guidance Programme.
- (7) Case studies of pupils are carried out when needed.
- (8) Sociometric studies are made when needed.
- (9) The collection of information from parents through inventories is a regular feature.
- (10) Autobiographies by pupils are encouraged.
- (11) Teachers' comments and observations are recorded regularly.
- (12) Home visits are periodically made.

EVALUATION

- (a) How adequate are the provisions for collecting information about pupils?
- (b) How adequate is the use made of such information for guidance work?

B. TYPES OF PUPIL INFORMATION—Please Tick ✓ if recorded in your Cumulative Record Card.

(a) HOME AND FAMILY BACKGROUND

- (1) Name, Sex, Place and date of birth.
- (2) Photograph.
- (3) Name and address of the father (guardian).
- (4) Occupation of both the parents.
- (5) Their educational status.
- (6) Ages of siblings.
- (7) Economic status of family.
- (8) Attitude of the family towards the pupil.

- (9) Parents' attitude towards the school.
- (10) Facilities for home studies.
- (11) Plans of parents in regard to the pupil.
- (12) Description of neighbourhood conditions.

EVALUATION

- (a) How comprehensive is the information gathered about pupils?
- (b) How well is it kept up to date?
- (c) How adequate is the Cumulative Record Card in this respect?

(b) PHYSICAL AND MEDICAL RECORDS

- (1) Height and weight in relation to average for age group.
- (2) Vision.
- (3) Hearing.
- (4) Teeth and Gums.
- (5) Posture and feet.
- (6) Tonsils, adenoids.
- (7) Speech Defects.
- (8) Physical abnormalities, deformities, undernourishment.
- (9) Serious illness or injuries.
- (10) Physical health habits.
- (11) Mental health and personal adjustment.

(c) SCHOLASTIC PROGRESS AND TEST-INFORMATION

- (1) Name and address of School or Schools attended.
- (2) Attendance and tardiness record: reasons for excessive absence, tardiness.
- (3) Performance on achievement tests, teacher made or standardised in all the subject areas.
- (4) Reasons and explanations for any failure.
- (5) General and specialised mental ability data as interpreted from test scores.

(d) PERSONAL AND SOCIAL DEVELOPMENT

- (1) Special talents and interests
- (2) Participation in co-curricular activities.
- (3) Special achievements (besides scholastic success).
- (4) Educational ambitions.
- (5) Vocational preferences.
- (6) Evidence of vocational aptitudes if any.
- (7) Periodic ratings by teachers on personality traits.
- (8) Results from interest inventories.
- (9) Attitude towards school and its activities.
- (10) Use of leisure.

IV. INFORMATION SERVICE

- (I) Information is available regarding educational opportunities and requirements of general and profession institutions after the School Final level.

- (2) Information is available concerning current occupational opportunities and their requirements.
- (3) Information is available in regard to shortage and surplus jobs is kept up-to-date.
- (4) Posters, charts, photographs, models all are utilised in presenting guidance information.
- (5) The School Guidance Corner is kept attractive and utilised for giving guidance information to pupils.
- (6) Up-to-date prospectives of post-School Final or Inter Science institutions are available.
- (7) Current information about scholarships and other types of financial assistance available.
- (8) Information materials are organised and filed for effective use.
- (9) Career Days or Career Study Clubs are organised to acquaint pupils with information in regard to courses and careers.
- (10) Lists are kept of agencies from which help in the field may be available.

V. THE COUNSELLING SERVICE

A. GENERAL PRINCIPLES :

1. Counselling time to the extent of at least one period a day for each 100 pupils enrolled is provided on the Time Table.
2. The object of Counselling is primarily to help pupils improve them in their adjustments to their Social and Material environment.
3. The Counselling in the school concerns itself with all aspects of pupil development—physical, mental, emotional and social, moral and spiritual.
4. Counselling assists in arriving at decisions for which parents and pupils assume full responsibility.
5. The Counsellor keeps close relationships with pupils through associating with them freely in different pupil activities.
6. The Counsellor is free from such duties, as may interfere with his desirable relationships with parents and pupils.
7. Adequate time for his work, office space, furniture and equipments are provided for the Counsellor.
8. Clerical assistance is provided to the Counsellor.

B. INTERVIEW PROCEDURES :

1. There is preparation for each interview and all relevant data are studied before it is attempted.
2. The Teacher-Counsellor recognises problems which may require a series of interviews and plans accordingly.
3. He recognises problems which are beyond him and refers them to appropriate experts.
4. Avoids domination in interview and encourages pupils to express themselves freely.

5. He conducts all interviews in private.
6. He accepts the pupils as he expresses himself, without comments.
7. He is conscious that decisions reached in the interview must be emotionally and intellectually acceptable to the pupil.
8. He tries to make pupils increasingly self-reliant.
9. He keeps a written record of all interviews.

PLACEMENT SERVICES

1. The School Guidance service helps pupils who withdraw from School in obtaining training for placement in jobs.
2. It helps them in obtaining suitable employment wherever possible.
3. It helps pupils in obtaining further education or training in completion of their schooling.
4. It helps pupils in obtaining suitable employment on completion of their schooling.
5. It co-operates with other community services for the above purposes.

VI. FOLLOW-UP AND ADJUSTMENT SERVICES

1. The School Guidance Service conducts periodic surveys of the activities of all School-leavers.
2. It secures information from School-leavers, concerning strengths, weaknesses of the guidance services.
3. It endeavours to modify the Guidance programme in the light of this follow-up data.

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Note :—It is not necessary for students to read all the above books as they often cover similar ground. It should be sufficient if one or two books from each section are carefully studied.

CONFIDENTIAL

Introduced on..... Junior
Class..... High School Stage
Senior

CUMULATIVE SCHOOL RECORD*

GENERAL DATA

Name of Pupil..... Boy/Girl.....
(surname first)

Date of birth.....
(year) (month) (day)

Father's/Guardian's name.....

Address.....
(any change to be noted)
.....
.....
.....

Name and address of School.....
.....

Admission Register No..... Date of entry.....

Transferred to.....
.....

Admission Register No..... Date of entry.....

* The Record Card was prepared by the Bureau of Educational and Psychological Research, David Hare Training College, Calcutta and had been recommended by the Board of Secondary Education, West Bengal for use in Secondary Schools of the State.

(All entries in this school record are to be made once, at the end of each academic year.)

1. HEALTH RECORD*

Year.	General health rating.		Any physical defect.	Serious illnesses.	Any special remark.
	Good.	Average.			
197
197
197

* To be filled in where there is no provision for separate medical examination.

2. POSITION OF RESPONSIBILITY HELD IN SCHOOL AND AWARDS, ETC., OBTAINED*

197
197
197

* A position of responsibility means a position like that of a monitor, a captain, etc., and awards include prizes, stipends, scholarships, etc.

3. INTEREST*

Categories.	197 .			197 .		
	Marked.	Aver-	Poor.	Marked.	Aver-	Poor.
	age.	age.		age.	age.	
(i) Linguistic						
(ii) Scientific						
(iii) Technical						
(iv) Artistic						
(v) Musical						
(vi) Agricultural						
(vii) Commercial						
(viii) Interest in household work and management.						

* Rate the pupil's interests on a three-point scale and check (✓) in the appropriate column.
Do not rate an interest for which there is no opportunity of manifestation in school.

4. SCHOOL ACHIEVEMENT

Groups.	Subjects (name the specific subjects in each group).	197 . Class		197 . Class		Average marks in per cent. obtained in periodical and annual examinations.*	Remarks.	Rank in each subject No. in class:	Average marks in per cent. obtained in periodical and annual examinations.*	Remarks.	Rank in each subject No. in class:	Average marks in per cent. obtained in periodical and annual examinations.*	Remarks.	Rank in each subject No. in class:	Average marks in per cent. obtained in periodical and annual examinations.*	Remarks.	
		Average marks in per cent. obtained in periodical and annual examinations.*	Rank in each subject No. in class:	Average marks in per cent. obtained in periodical and annual examinations.*	Rank in each subject No. in class:				Average marks in per cent. obtained in periodical and annual examinations.*								
	Language and literature																
	Mathematics																
	Social studies																
	Science																
	Art																
	Crafts																
	Music																
	Physical education																
	Practical																
	Other subjects																

* Give the average of marks of only those examinations in which the pupil has actually appeared.

5. CO-CURRICULAR ACTIVITIES*

Groups.	197 .			197 .		
	Above average	Aver-age.	Below average	Above average	Aver-age.	Below average.
(i) Games and sports	..					
(ii) Intellectual and literary						
(iii) Recreational	..					
(iv) Social service	..					
(v) Others (N. C. C., Scouting, etc.)	..					

* Rate the pupil for each group of activities on a three-point scale and check (✓) in the appropriate column,

6. PERSONALITY*

Traits.	197 .			197 .			197 .		
	Above average.	Aver-age.	Below average.	Above average.	Aver-age.	Below average.	Above average.	Aver-age.	Below average.
(i) Initiative	..								
(ii) Industry	..								
(iii) Responsibility	..								
(iv) Co-operation	..								
(v) Emotional balance	..								
(vi) Self-confidence	..								
† (vii) Work-habits	..								

* Rate the pupil for each group of activities on a three-point scale and check (✓) in the appropriate column.

† Consider whether the pupil is systematic, methodical, careful or neat in work.

7. OTHER INFORMATION

1. State the nature of the behaviour-problem, if any, shown by the pupil :

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2. Name if the pupil possesses any outstanding skill or disability :

Year.	Skill.	Disability.
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3. What course of study you recommend for the pupil : General/Scientific/Technical.

- *4. Briefly state the grounds for your recommendation
- *5. What type of vocation you consider most suitable to the pupil
- *6. Briefly state the grounds for your consideration
- *7. Any other information about the pupil you think relevant for guidance

*To be filled in only at the end of the final year
of each school stage, i.e., Junior—VIII. Senior—XI

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Signature of the Headmaster/Headmistress.

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